

**THE INFLUENCE OF USING SURVEY, QUESTION, READ, RECITE,
REFLECT, AND REVIEW (SQ4R) STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION AT THE FIRST SEMESTER OF THE
EIGHTH GRADE OF MTs AL UTRUJIYYAH BANDAR LAMPUNG
2017/2018 IN THE ACADEMIC YEAR**



(A Thesis)

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING SURVEY, QUESTION, READ, RECITE, REFLECT, AND REVIEW (SQ4R) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs AL UTRUJIYYAH BANDAR LAMPUNG 2017/2018 IN THE ACADEMIC YEAR

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Reading is one of the language skills to be taught and is way of getting meaning or knowledge from the printed page. The students' reading comprehension of MTs Al Utrujiyyah Bandar Lampung is still low especially in comprehending descriptive text. This research solved the problem, by SQ4R strategy, where the condition of learners to Survey, Question, Read, Recite, Reflect, and Review (SQ4R) what was read. The objective of this research is to know whether there is a significant influence of using SQ4R strategy towards students' reading comprehension at the first semester of the eighth grade of MTs Al Utrujiyyah Bandar Lampung in 2017/2018 Academic Year.

The quasi experimental of quantitative method is used in the research because the sample of the research was random. The sample of the research was MTs Al Utrujiyyah Bandar Lampung. The sample took three classes, they were try-out class, control class, and experimental class. try-out class was a trial class before the test administrated to the control and experimental class. The treatments were held in three meetings. QAR strategy as a regular strategy was used in control class and SQ4R strategy was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 17. The independent sample t-test was used because the sample was taken from two different samples and to compare both pre-test, post-test in control and experimental class.

After doing the hypothetical test, the result was that there is a significant influence of using SQ4R strategy towards reading comprehension at the first semester of the eight grade of MTs Al Utrujiyyah Bandar Lampung. From the data analysis computed by using SPSS, it was obtained that Sig = 0.028 and $\alpha = 0.05$. It means H_a is accepted because Sig < $\alpha = 0.028 < 0.05$. Therefore, there is a significant influence of using SQ4R strategy towards students' reading comprehension at the first semester of the eighth grade of MTs Al Utrujiyyah Bandar Lampung.



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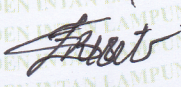
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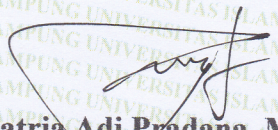
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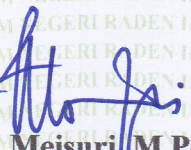
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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING SURVEY, QUESTION, READ, RECITE, REFLECT, AND REVIEW (SQ4R) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs AL-UTRUJIYAH BANDAR LAMPUNG 2017/2018 IN THE ACADEMIC YEAR**, by: **Fathiyah El Rahma NPM: 1311040078**, Study Program: English Education was tested and defended in the examination session held on: **Monday, April 16th 2018**.

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DECLARATION

Hereby, I declare this thesis entitled “The Influence Of Using Survey, Question, Read, Recite, Reflect, And Review (SQ4R) Strategy Towards Students’ Reading Comprehension At The First Semester Of The Eighth Grade Of MTs Al Utrujiyyah Bandar Lampung 2017/2018 In The Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 04 January 2018

Declared by,

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4)
عَلَّمَ الْإِنْسَانَ مَا لَمْ
يَعْلَمْ (5)

1. Recite! in the name of your Lord, who has created (all that exists).
2. Created man from a clinging substance.
3. Recite! and your Lord is the most generous.
4. Who taught by the pen.
5. Taught man that which he knew not.¹

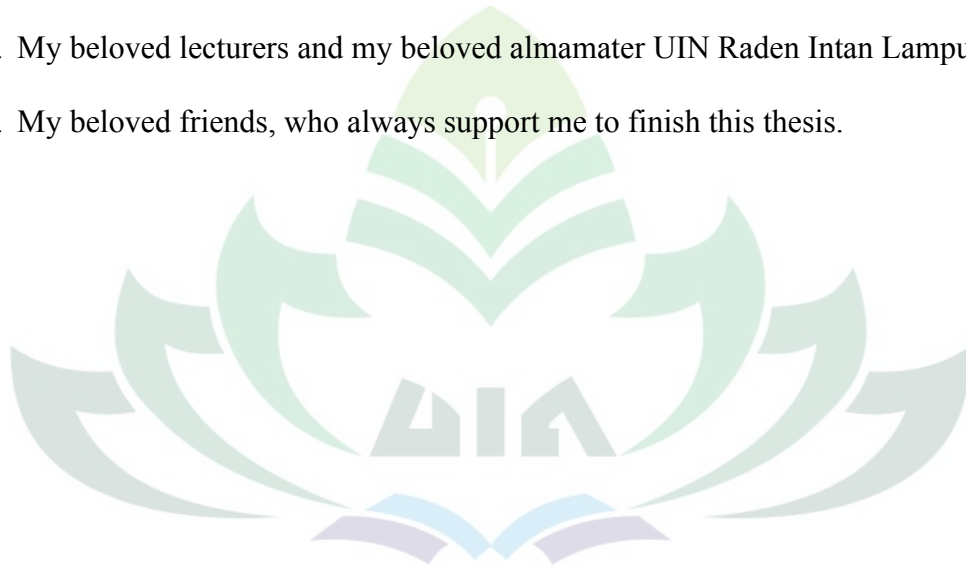
(Al-Alaq 1-5)

¹ Muhammad Muhsin, *The Holy Qur'an English Translation of the Meanings and Commentary King and Fand Holy Qur'an printing complex* (Saudi Arabia: Ri'asat Idarat, 2000) p.1219

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Muhammad Siddik and Rukoyah who always pray for my success, give me motivation, and support. I love them so much.
2. My beloved younger sisters; Ahadiyah Hanun, Adibah Dzati Izzah who always give me spirit and suggestion.
3. My beloved lecturers and my beloved almamater UIN Raden Intan Lampung.
4. My beloved friends, who always support me to finish this thesis.



CURRICULUM VITAE

Fathiyyah El Rahma was born in Bandar Lampung, on March 12th, 1994. She is the first of Muhammad Siddik and Rukoyah's children. She has two young sisters, they are Ahadiyati Hanun, and Adibah Dzati Izzah.

She began her study at SD Negeri 5 Bandar Lampung in 2000 and graduated in 2006. Then, she continued at MTs Negeri 1 Bandar Lampung in 2006. After she graduated from Junior High School in 2009, she continued her study at MA Ummul Quro Al Islami Bogor in 2009 and graduated in 2013. After that she continued her study in 2013 in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of All, Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence Of Using Survey, Question, Read, Recite, Reflect, Review (Sq4r) Strategy Towards Reading Comprehension In Descriptive Text At The Eighth Grade Of The First Semester Of Mts Al – Utrujiyyah Bandar Lampung In Academic Year 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Syofnidah Ifrianti, M.Pd, the first advisor, who has patiently guided and directed her until the completion of this thesis well.

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6. Sulhi S.Pd, the Headmaster of MTs Al Utrujiyyah Bandar Lampung, for allowing the research.
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9. The beloved friends ; Septi Nurlinda S.Pd, Dewi Yuliani S.Pd, Heni Aprina S.Pd, Puput Septiani S.Pd, Mahresi Putri Annggraini S.Pd, all of my friends thanks for your friendship and for all of the friends of English program of UIN Raden Intan Lampung, especially PBI A thank you for your help and motivation that given to research.

Finally, it has to be admitted that nobody is perfect and the research is still many weaknesses in this thesis. Therefore, the research got criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the research useful for me and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 04 January 2018
The Researcher,

Fathiyyah El Rahma
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CHAPTER I INTRODUCTION

A. Background of the Problem

As an extension in learning and improve the skill in English education today. Each researches required some ways in developing English Education, to facilitate the public to interact in the era of globalization. Setiyadi stated that Language is a system for the expression of meaning.¹ It means expressing ideas, thoughts, opinion, and feeling. As human being, we need a language. Language is a tool to be used not only for the communication among people but also for getting knowledge, technology and understand about each other.

{وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلَافُ اَلْسِنَتِكُمْ وَالْوَانِكُمْ اِنَّ فِيْ ذٰلِكَ لَاٰيَاتٍ لِّلْعٰلَمِيْنَ (2) }

And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know. (Ar-ruum: 22)

¹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha ilmu. 2006), p.10

In addition, Brown states that “language is a system of arbitrary conventionalized vocal, written, or general symbols that enable the member of a given community to communicate intelligibly with one another.”² It means that each community has its own language that is different from other communities. It was difficult or even impossible for people in the world to interact with each other by using two or more different languages. English made it easy for people to interact in this world. Hence, people in this world expect to master the English in order to easily communicate, tell their ideas, and get information from the entire world. Most of the people in this world realize it and learn English. Indonesians learn English as a foreign language.

Beach stated that reading is related to the individual's experiences and interpretations of these experiences. This subjective component makes for a dynamic interaction between the reader and the text.³ It means the reading is people's experiences to tell the reader about the text and take the advantage of the story. According to Patel and Praveen, reading is the most important activity in any language class.⁴ It means Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is a way to expand thinking and gain understanding of the foreign culture.

² H. Douglas Brown, *Principles of language learning and teaching* (4th Ed) (New York: Longman, 2000), p.17

³ Beach in Janetta K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (America: The Guilford Press, 2007), p.3

⁴ M.F. Patel, and Preveen M. Jain, *English Language Teaching* (1st Ed) (Jaipur: Vaishali Nagar, 2008), p.113

Tankersley stated that Comprehension is the center of reading.⁵ From the statement, everyone can comprehend of the texts. The students understand the meaning and improve their skill in reading comprehension.

Based on the preliminary research, many of the students at the eighth grade of MTs Al Utrujiyyah Bandar Lampung, have difficulties in understanding the text in reading comprehension. To get the data of preliminary research the interview schedule was applied to the English teacher and the students of MTs Al Utrujiyyah Bandar Lampung.

Based on the result of interview showed that the students' ability in reading comprehension is poor. It happened because of some problems. The students lack to comprehend the texts because the students didn't understand the meaning. The students cannot answer the questions of the texts correctly because the teacher did not check students' understanding, the students weren't interest in learning reading materials because they low motivation to study reading comprehension.⁶

⁵Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard Library of Congress Cataloging in Publication Data, 2003), p.90

⁶ Source: Ms. Nurul Aulia, S.Pd as English Teacher in MTs Al Utrujiyyah Bandar Lampung.

Table 1
The Reading Comprehension Score of Students of MTs Al Utrujiyyah
Bandar Lampung

No	Students' Score	Total	Percentage
1	≥ 70	36	29%
2	< 70	87	71 %
Total		123	100 %

Source: English Teacher in MTs Al Utrujiyyah Bandar Lampung

The Reading Comprehension Score of Students of MTs Al Utrujiyyah Bandar Lampung be seen in **appendix 3**. The influence of reading comprehension of the descriptive text will be easy and quick to be acknowledged and understood by the students if the teacher uses the suitable strategy. Based on Brown, for reading skill there are eight criteria to assess reading skill: main idea, Expression/ idiom/ phrases in context, inference, grammatical features, detail, excluding facts, supporting ideas, and vocabulary in context. He said that reading score of the students is poor if the students get 40 – 70 (See Appendix). Based on the criteria above, it can be concluded that only few students can reach the excellent score and the most of them still low.

Based on the result of interview showed that most of them still got scores below the criteria of minimum mastery 70. Based on the interview, it was found that only 87 of 123 students (71%) who got the score about the criteria of minimum mastery, while the other 36 students (29%) score below the criteria. In order to minimize the problem, the research taken an immediate respond and the teacher applied the certain strategy and an approach to improved students' reading comprehension and made them enjoy the teaching and learning process. It confirmed that one of the problems the teacher has in teaching English made to the students' reading comprehending understand the reading materials.

One of strategies that is used to help students' problem in reading comprehension in descriptive text was SQ4R strategy. SQ4R is an acronym for Survey Question Read Recite Reflect Review. SQ4R is one strategy for teaching students to understand the text correctly. SQ4R is strategy designed to help students make more effective and productive use of their textbooks.⁷ It can be concluded that SQ4R is the effective strategy to get the purpose of reading as improve the students' comprehension. The students can understand the meaning and comprehend the reading text.

⁷ Carolyn Orange, *The Quick Reference Guide to Educational Innovations* (California: Saga Company, 2002), p.32

It is supported by previous research, Runiatun, discuss about Implementation of Survey, Question, Read, Recite, Reflect, Review (SQ4R) Strategy to Improve Reading Comprehension in Recount Text. On this research discuss about the reasons for the English reading comprehension of students are poor in the recount text, the research results of the implementation suggest that the students lack comprehend the recount text and are not sure to answer the question in reading comprehension.⁸ It means that the research discuss SQ4R in recount text.

In contrast to previous studies, there were similarities in topic such as Reading Comprehension Through Survey-Question-Read-Recite-Reflect- Review (SQ4R). Well, the writer do not find the research the tittle “The Influence of Using Survey, Question, Read, Recite, Review and Reflect (SQ4R) Strategy towards Student’s Reading Comprehension”. The research discuss about influence of SQ4R strategy in reading comprehension in recount text. Different from the previous research, this research only discuss influence of (SQ4R) strategy towards reading comprehension in descriptive text. Based on the background above the research conducted entitled “The Influence of Using Survey, Question, Read, Recite, Review and Reflect (SQ4R) Strategy towards Student’s Reading Comprehension in Descriptive Text at MTs Al Utrujiyyah Bandar Lampung 2017/2018 Academic year.”

⁸ Runiatun. Implementation Of *Sq4r* (Survey, Question, Read, Reflect, Recite, Review) Startegy To Improve Reading Comprehension Skills Of Seventh Grade Smpn 10 Soropadan Surakarta in Academic Year 2015/2016

B. Identification of the Problem

Based on those conditions, some problems identified as follows:

1. The students lack in comprehending the texts.
2. The students cannot answer the questions of the texts correctly.
3. The students are not interest in learning reading.

C. Limitation of the Research

From the identification of the problem above, the research focuses on the influence of using Survey, Question, Read, Recite, Review and Reflect (SQ4R) strategy toward student's reading comprehension of the first semester eight grade at MTs Al Utrujiyyah Bandar Lampung 2017/2018 academic year.

D. Formulation of the Problem

Based on the identification of the problem and the limitation above, the research formulates the problem as follow: Is there a significant influence of using Survey, Question, Read, Recite, Review and Reflect strategy toward students' reading comprehension of the first semester of eighth grade at MTs Al Utrujiyyah Bandar Lampung 2017/2018 academic year?

E. Objective of the Research

The objectives of the research is to know whether there is a significant influence of using Survey, Question, Read, Recite, Review and Reflect strategy toward students' reading comprehension of the first semester of the eighth grade at MTs Al Utrujiyyah Bandar Lampung 2017/2018 academic year.

F. Uses of the Research

a. Theoretically

Theoretically, the result of the research was expected to support the theory which explained in the next chapter about the influence of SQ4R strategy towards students' reading comprehension at the first semester of the eighth grade students of junior high school.

b. Practically

a) For the students

The students enjoy the process of increasing reading in descriptive, and get easy strategy to comprehend the text by SQ4R strategy.

b) For the teachers

The teacher applied SQ4R strategy, especially at the Eighth Grade of MTs Al Utrujiyyah Bandar Lampung in academic year of 2017/2018, that SQ4R strategy was more effective used in teaching reading comprehension.

G. Scope of the Research

The scope of the research as follows:

a. Subject of the research

The subject of the research was the students of the first semester of the eighth grade at MTs Al Utrujiyyah Bandar Lampung.

b. Object of the Research

The object of the research was SQ4R strategy, and Students' descriptive reading comprehension.

c. Place of the Research

The research was conducted at MTs Al Utrujiyyah Bandar Lampung.

d. Time of the research

The research was conducted at the first semester of the eighth grade in the academic year of 2017/2018.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Patel and Jain states that “Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.”¹ It can be concluded that English as foreign language becomes a part of language that is used by every people as a tool of communication with each other.

In addition Harmer stated that English as foreign language is generally taken to apply the students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.² It means that the students only have chance to practice English in the school and institution. In this case the teachers are also demand to encourage the students to practice English every time in their daily activities.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ
سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْذِبِينَ
«النحل : ١٢٥»

¹ M.F. Patel and Praveen M. Jain, *English Language Teaching* (Vaishali Nagar: Sunrise, 2008), p.35

² Jeremy Harmer, *How to Teach Writing* (New England: Pearson Education Limited, 2004), p.39

Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. (An-nahl: 125).

English is learned in Indonesia by talking about the grammatical rules of English and errors are always correct. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English.³ It can be concluded that learn English in Indonesia need efforts. The students learn in the grammatical, and the error of the sentence to improve their skills. English in Indonesia is not practice in society, but it learns in the class. Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contents English elements in it. The students should practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English becomes a foreign language. Therefore, English is very important to be learned by students in elementary school up to university.

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.21 - 22

B. Concept of Reading

Harmer stated that reading is useful for other purposes too; any exposure to English (provided students understand it more or less).⁴ It means that reading has many aims for the students. The reading determines the students about successful or fail in comprehending the text. The students will success in reading with their interest and pleasure to read the text continually. Breznist says, “Reading is also an interaction between the reader and the writer”.⁵ It can be concluded that reading is the way between the writer and reader. The author wants the reader to understand in certain ways and brings a wide range of background knowledge to reading. The way to take understanding about the advantage of the story and the readers comprehend the text well.

From explanations above, reading is one of four skills. It has many aims of reading. It is used to comprehend information of the text and make the readers to know of background knowledge, and she or he actively constructs the meaning of the text. The students will success in reading with their interest and pleasure to read the text continually.

⁴ Jeremy Harmer, *An Introduction to The Practice of English Language Teaching* (5th Ed) (England; Longman, 2001), p.68

⁵ Breznist in Wiliam Grabe, *Reading in A Second Language : Moving From Theory to Practice* (Cambridge University), p. 15

C. Concept of Reading Comprehension

Beck & McKeown stated reading comprehension is knowing how to read words has ultimately little value if the student is unable to construct the meaning from text.⁶ It means that reading comprehension is the difficult process to construct the meaning and get the information. The students allow reread material an effective process for improving fluency and comprehend the text easily.

Reading comprehension involves much more than readers' response to the text.⁷ It can be concluded that the struggle of the students to understand the text by many strategies and variables. The students' process to comprehend the difficult text between readers and writer. Based on the explanation above, reading comprehension is the process how to read words to construct the meaning from text. And improve students' reading comprehension to interest the text and understand the point of the texts.

The comprehension skills are cumulative, it built on the other comprehension viewed as a mastery of isolated skills, such as identifying words, finding main ideas, identifying cause and effect relationship.

⁶ Beck & McKeown in Janetta K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (America: The Guilford Press, 2007), p.2

⁷ *Ibid*, p.8

Based on the language assessment theory by Brown especially, in reading there are some criteria that are commonly used in measuring students reading comprehension ability, they are:

1. Main idea
2. Expression/ idiom/ phrases in context
3. Inferences
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting ideas
8. Vocabulary in context.⁸

D. Concept of Genre of Text

According to Gerot and Wignell, there are many kinds of texts that are recount, reports, analytical exposition, news items, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews text. It means there are many texts that the students must know.

a) Recount Text

Recount text is to retell events for the purpose of informing or entertaining.

⁸ H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (San Francisco: Pearson Education, 2003), p.206

b) Report Text

Report text is to describe the way things are, with reference to a range of natural, and social phenomena in our environment.

c) Analytical Exposition

Social function of analytical exposition to persuade the reader or listener that something is the case.

d) News Items

This is text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

e) Anecdote

Anecdote to share with others an account of unusual or amusing incident.

f) Narrative Text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

g) Procedure Text

It is a text that to describe how something is accomplished through a sequence of action or steps.

h) Descriptive Text

Descriptive text to describes a particular person, place or thing.

i) Hortatory Exposition

The purpose of hortatory exposition text is persuade the readers or listeners that something should or should not be the case.

j) Explanation

The function of explanation text is to explain the process involved in the formation or workings of natural or sociocultural phenomena.

k) Discussion

Spoof has social function of discussion to present two points of views about an issue.

l) Review

The social function of review text is to critique an art work or event for a public audience.⁹

⁹ Gerot and Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1995), p.194 - 217

In this research, the writer will focus on the descriptive text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. The Descriptive text includes in the syllabus at the first semester of the eleventh grade.

E. Concept of Description Text

Describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of texts providing the means for developing characterization, sense of place and key themes.¹⁰ A factual description describes a particular person, place, or thing. Its purpose tell about the subject by describing its feature without including person opinions.¹¹

It means that to make the readers easily get the purpose of the text, it is necessary to understand the text. The generic of text the identification and description. The other important one is make it sure that we understand the text correctly.

1. Generic Structure of Descriptive Text

Gerot and Wignell reveal that the structural of descriptive text consists of identification and description.

¹⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Sydney: University of New South Wales, 2005), p.97

¹¹ Mark Anderson and Kathy Anderson, *Text Types in English* (Australia: McMillan Education, 1997), p.226

1. Identification, it is identify that subject or object to be described
2. Description, it gives information about the characteristics of an object.¹²

Based on the statement above it can be concluded that descriptive text is a kind of text that highlights the writer's ideas about describing place, person, and thing.

F. Concept of SQ4R Strategy

1. Definition of SQ4R Strategy

There are many kinds of strategy that can be used in teaching and learning reading comprehension, one of them is SQ4R (Survey, Question, Read, Recite, Reflect, Review). SQ4R was introduced by Coon and Mitterer. SQ4R stands for survey, question, read, recite, reflect, and review. There six steps can help students learn as they read, remember more, and review effectively.

- a. **S=Survey.** Skim through a chapter before you begin reading it. Start by looking at the topic headings, figure captions, and summaries. Try to get an overall picture of what lies ahead.
- b. **Q=Question.** As you read, reword each major topic heading into one or more questions.
- c. **R1=Read.** The first R in SQ4R stands for read. As you read, look for answers to the questions you asked. Read in short bites, from one topic heading to the next, and the stop. For difficult material, you may want to read only a paragraph or two at time.

¹² *Ibid*, p.208

- d. **R2=Recite.** After reading a small amount, you should pause and recite or rehearse. Try to mentally answer your questions. Also, make brief notes to summarize what you just read. Making notes will reveal what you do and don't know, so you can fill in gaps in your knowledge.
- e. **R3= Reflect.** As you read, reflect on what you are reading. As stated earlier, two powerful ways to do this are self – reference and critical thinking. This is the most important step in the reflective SQ4R. The more mindfulness and genuine interest that you can bring to your reading, the more you will learn.
- f. **R4=Review.** When you are done reading, skim back over a section or the entire chapter, or read your notes. Then check your memory by reciting and quizzing yourself again. Try to make frequent, active review a standard part of your study habits.¹³ It means that the strategy help the students to understand in learning reading comprehension,. The steps helped them to know the topic, to read, recite, review the text, to answer the question, to comprehend the purpose of the text, and make the best habit for the students.

SQ4R is the effective strategy to get the purpose of reading as improve the students' comprehension. The students can understand the meaning and comprehend the reading text. It means S (survey) and Q (question), 4R's (read, recite, reflect, review). To survey is to preview the book for examine all parts of – it the table of the contents, objectives, outlines, summaries, and so on. The students are encouraged to formulate question for self-instruction and answer the question of the text. They can look for the answers of the questions to make the reading interactive and meaningful. Reciting, explaining to others helps to organize information. Reflecting or thinking about the material can

¹³ Dennis Coon & Joon O. Mitterer, *Introduction to Psychology: Gateways To Mind And Behaviour* (14th Ed) (USA: Brock University, 2013), p.5

also make the reading more meaningful. Review is essential for meaningful rehearsal and retention.¹⁴

Based on the steps of SQ4R above, it can be concluded that SQ4R stands for Survey, Question, Read, Recite, Reflect, and Review is a strategy for teaching reading that has been set in a systematic way. This strategy can be known as an active strategy which makes the students are able to understand and comprehend the text in result long – term understanding from what they read. The students are not only read the text but also they taught to develop the questions of the text by skimming the text before the start reading the whole text. The students try to read and find the answer to their own questions about the text. The students so not only understand what they read, but also the students can reflect text on their own life.

2. Strengths and weaknesses of SQ4R Strategy

SQ4R is a one strategy of teaching and learning reading, as a one strategy SQ4R can give some strengths and weaknesses in teaching learning reading comprehension. According to Walter and Siebert, the strengths and weaknesses of SQ4R are as stated below:

a. The Strengths:

1. To help the students focus on learning what is important to them.
2. The students learn to organize and structure their studying.

¹⁴ Carolyn Orange, *The Quick Reference Guide to Educational Innovations* (California: Saga Company, 2002), p.32

3. The students state their goals as questions, seek an answer, achieve their goals and move on.
 4. The students focus on grasping the key concepts.
- b. The Weaknesses:
1. It is difficult to change old study habits.
 2. It takes more energy to ask questions and develop summaries than it does to let the students passively read printed pages.¹⁵

It means that the strategy focus to help the students' comprehension, improve the quality of the students towards reading comprehension in descriptive text. The research create the new strategy to change the old strategy, and make the students answer question depend on correct answer.

3. Procedure of Teaching Reading through SQ4R Strategy

Below are some points in teaching reading through SQ4R Strategy:

1. Pre activity the teacher explains about strategy in learning reading and the teacher selects the material.
2. While activity the teacher gives a pieces of descriptive text:
 - a) To write the topic sentence and summary.

¹⁵ Loraine Blaxter, Christina Huges, & Malcolm Tight, *How to Research* (4th Ed) (New York: University Press, 2010), p.115

- b) To read the text, and make one or more questions of topic major and answer the question of the text.
 - c) To look for answers in the text (reread the text to answer the question).
 - d) To remember that seeing, saying, hearing, and writing points understanding.
 - e) To look over the notes and make sure you can answer all of questions.
 - f) To retain understanding on text, they remember it and able to used the knowledge.
3. Post activity the teacher asks the student to express their problems in comprehending the text, after the student understood, the teacher ended the class.¹⁶ It means that the teacher explain in learning reading. The teacher give the paper of descriptive text, and offer the students to write the topic, to read, recite, review, to look for the answer of questions, and they comprehend the purpose of the text.

¹⁶ Carolyn Orange, *The Quick Reference Guide to Educational Innovations* (California: Saga Company, 2002), p.32

G. Concept of QAR Strategy

1. Definition of QAR Strategy

QAR is a reading comprehension strategy designed to help students recognize four different types of questions that they are commonly asked to answer after reading a given text.¹⁷ It means this strategy to help students' comprehend the text. The students will answer the questions with systematic depend on the questions. According to Raphael stated that QAR is a comprehension – building strategy that requires student to ask and respond the questions about a text with a single correct answer to ones with many possible answers.¹⁸ It can be concluded that the students must answer the question. They search a text for answer, based on the type of question they are asked.

Based on the explanation above, that Question – Answer Relationships is comprehension building strategy that requires student to ask and respond to a variety of questions about the text – from questions with a single correct answer to ones with many possible answers. Students learn to be strategic readers as they search a text for answers, based on the type of question they are asked.

¹⁷ Jeanne R. March, Rebecca Lash Rabbick, M.Ed, Carol Meysenburg Johnson, MS, *Effective Study Strategies for Every Classroom, Grades 7-12*: 29 (Nebraska: Boys Town Press, 2008), p.263

¹⁸ Raphael in Cathy G. Cerveny and Melissa L. La Cotti, *35 Learning Tools for Practicing Essential Reading and Writing Strategies* (Newyork:Professional Books, 2003), p. 34

2. Strengths and weaknesses of QAR Strategy

a. Strengths:

1. It can improve students' reading.
2. It teaches students how to ask questions about their reading and to find the answers.
3. It helps students to think about the text they are reading and beyond it, too.

b. weaknesses

1. The teacher wants the structured answers from the learners. There is no freedom for imaginative answers.¹⁹ It means that the strategy improve reading comprehension, and the students find the questions of the text. The students answer from the structured answer.

3. Procedure of Teaching Reading through QAR Strategy

Some points in teaching reading through QAR Strategy as follow:

1. Pre activity the teacher explains about strategy in learning reading and teacher selects the material.
2. While activity the teacher gives a pieces of descriptive text:
 - a) The teacher asks the students to read the text.
 - b) The teacher asks the students to comprehend the text.
 - c) The teacher asks the students to answer the question of the text.

¹⁹ Ibid, p.34

4. Post activity the teacher asks the student to express their problems in comprehending the text, after the student understood, the teacher ended the class.²⁰ It means that the teacher explain in learning reading. The teacher give the paper of descriptive text, ask them to read, to comprehend the text, and to answer the questions.

H. Frame of Thinking

Based on the theories, the research assumes that SQ4R strategy towards reading comprehension will increase student motivation to learn, help the student to understand the story well and the students also will bring into interesting situation and enjoyable situation. The student will easier to comprehend the meaning and find out the main idea of the text.

Based on the frame of theories above, the research concludes that an English teacher must have appropriate strategy to teach English. It can motivate the student in learning English. In this case the teacher can help the students by using SQ4R strategy towards students reading comprehension, the students can learn and more creatively in the progress. Therefore, in order to achieve the aims of teaching English, especially in reading comprehension, the research assumes that using SQ4R strategy will give significant influence in reading comprehension.

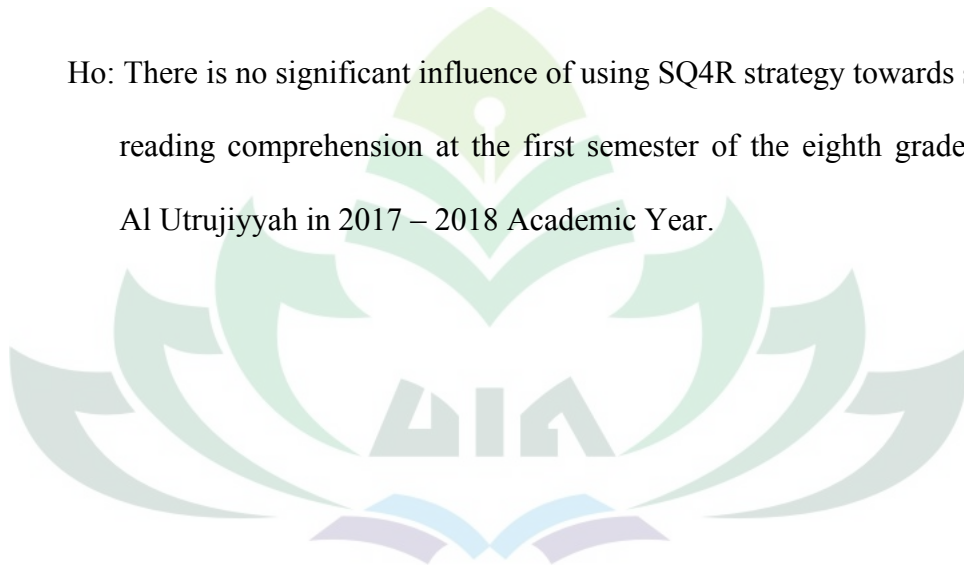
²⁰ Ibid, p.37

I. Hypotheses

Based on the formulation of the problem, it is proposed the following hypotheses:

Ha: There is a significant influence of using SQ4R strategy towards students' reading comprehension at the first semester of the eighth grade of MTs Al Utrujiyyah in 2017 – 2018 Academic Year.

Ho: There is no significant influence of using SQ4R strategy towards students' reading comprehension at the first semester of the eighth grade of MTs Al Utrujiyyah in 2017 – 2018 Academic Year.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used experimental design because it investigated the influence of using SQ4R strategy towards students' reading comprehension. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's valid conclusion about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design used to know the effect of SQ4R strategy towards reading comprehension.

The quasi experimental design used in experimental design. According to Creswell, quasi experimental include assignment, but not random assignment of participants to group.² It means that the research selected two classes, one class as an experimental class that gave treatment by SQ4R strategy and the other one as control class that taught by using QAR strategy used by the English teacher there.

The research design formulated as follows:

Experimental O1 X O2

Control O3 O O4

¹ Donald Ary, Lucy Cheser Jacobs, and Cris Sorensen, *Introduction To Research In Education*, (8th Ed) (USA: Wadsworth. Cengage Learning, 2002), p.301

² John W. Creswell, *Educational Research, Quantitative And Qualitative Research*, (4th Ed) (Boston: Person Education, 2012), p.309

Notes:

- O1 : Pre-test
- O2 : Post-test
- X : Treatment by using synthesizing strategy.
- O3 : Pre-test
- O4 : Post-test
- O : Treatment Using QAR.³

In this research, there were two groups and both of them received the treatment. The post test conducted to know the students' reading comprehension after treatment. The researcher assigns intact groups, the experimental and control treatment.⁴ The test was given to both the classes with the same materials but different strategy and found the differences in achievement between the students who was taught through SQ4R and QAR strategy.

B. Variable of the Research

In this research there were two variables, that was independent variable and dependent variable. The independent variables were two strategies, reading comprehension through SQ4R strategy (X), and the dependent variable of research was students' descriptive reading comprehension (Y).

³ Louis Cohen, Lowrence Manion and Keith Marison. 2007, *Research Methods in Education* (New York: Routledge), p. 283

⁴ *Ibid*, p.310

C. Operational Definition of Variables

Operational definition of variables in this research were:

1. Independent variable (X)

Independent variable of this research was SQ4R strategy. SQ4R Strategy is The SQ4R strategy is an effective reading strategy, to improve their reading, understand the meaning, help the students answer the questions of the text, and comprehend the reading text. The students have finished reading, then they recited their answers and reviewed what they have learned.

2. Dependent Variable (Y)

Dependent variable was the students' reading comprehension in descriptive text. The students' reading comprehension the reading materials which consist of descriptive text. To measure the students are able to answer the question and good understanding of main idea, inferences, grammatical features, details, excluding facts not written, supporting ideas and vocabulary in text.

D. Population, Sample, and Sampling Technique

1. Population

According to Donald Ary, “Population is defined as all members of any well – defined class of people, events, or objects ”.⁵ Based on the definition above, it means that the population is the whole subject that researched in this research.

The population in this research was the students at the eighth grade students of MTs Al Utrujiyyah Bandar Lampung in the academic year of 2017/2018. The total population in this research are 123 students which were divided into four classes. In this research, the resercher used two classes, the one class was the experimental class and the other was the control class. Below the table population at the eighth grade of MTs Al Utrujiyyah Bandar Lampung in the academic year of 2017/2018.

⁵ Donald Ary, *Op.Cit.* p.148

Table 2
The Students at the First Semester of the Eighth grade
MTs Al – Utrujiyyah Bandar Lampung in the Academic Year of 2017/2018

No	Class	Number of Students		Total
		Male	Female	
1	VIII A	09	21	30
2	VIII B	12	20	32
3	VIII C	18	13	31
4	VIII D	14	16	30
Total		53	70	123

Source: English Teacher in MTs Al-Utrujiyyah Bandar Lampung

2. Sample

There were four classes of the eighth grade at MTs Al Utrujiyyah and the the researcher took two classes, one class as experimental class and another as control class.

3. Sampling Technique

In taking the sample, the resercher used cluster random sampling technique. Frankel and Wallen stated that, “The selection of groups, or clusters of subjects rather than individuals is known as cluster random sampling.”⁶ It means that the research choose the sample by random the class.

The research conducted at the eighth grade consists of four classes. The steps in determining the experimental class and control class as follows:

⁵Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th Ed) (New York: McGraw-Hill Companies, Inc, 2009), p.95.

- a. The first, the researcher provided four pieces of paper, each paper contain in the name of classes a, b, c, or d.
- b. The second, the paper rolled and put in a glass.
- c. The glass was shaken.
- d. The researcher took two pieces of rolled papers, the first paper used the experimental class and the another one as control class of the research.

E. Research Procedure

There were three steps in conducted this research:

1. Planning

- a. Determining the subject

The subjects of the research were the students at the first semester of the Eighth grade of MTs Al – Utrujiyyah Bandar Lampung. One class was the experimental class and the other one was the control class.s

- b. Preparing try-out

The research prepared a kind of test (called try-out test) that was given to the students. The items of try-out test for pre-test and post-test. Then the research evaluated the test items that were testing in pre-test and post-test.

- c. Preparing pre-test

The research prepared pre-test that was given to the students. The pre-test was given based on the questions selected in the try out.

d. Determining the material to be taught

The research determined the materials that were taught the students. The materials were descriptive text with the theme of Blewuk, Nabila, Kediri, Krakatau, Raflesia Arnoldi, Indonesia and Doraemon by using SQ4R at the experimental class and QAR at the control class.

e. Preparing post-test

The research prepared a kind of test (called post-test) that was given to the students at control and experimental class after gave treatment by using Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy and Question Answer Relationship (QAR) strategy.

2. Application

After making the planning, the research applied some procedure that planned. There were some steps for this research:

- a. In the first meeting, the resercher gave treatment to the experimental class by using SQ4R, and the control class the research conducted treatment by using QAR. The treatment at experimental and control class were given until three times.
- b. In the last meeting, the research was given post-test to the students at experimental and control classes, the test was multiple choice test.

3. Reporting

In the last point in the research is reporting the steps are:

- a. Analyzing the data from try-out.
- b. Analyzing the data receives from pre-test and post-test.
- c. Making a report of the findings.

F. Data Collecting Technique

In collecting the data, the research used the test. Test is to make a decision about whether an individual test taker has achieved a pre-specified criterion, or standard. That is required for a particular decision context.⁷ It means that, to know the quality of the students depend on specified or standart of the test.

Some of the tests, they were:

1. Pretest

The pretest was given before the treatment. It was done by reading comprehension the descriptive text based on the provide topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment.

In pretest the students asked to answer reading comprehension test in form multiple choice questions about descriptive text based on the provide topics that consist of 50 items with four alternative options and 90 minutes for time allocation.

⁷ Glenn Fulcher, *Practical Language Testing*, (New York: Routledge, 2013), p.31

2. Posttest

The posttest was done after the students in experimental and control class were given the treatment. It was done to know the students' reading comprehension descriptive text after they were taught by using SQ4R strategy. It administered after treatment gave to measured the influence of using SQ4R strategy towards students' reading comprehension of descriptive text. In the posttest the students also asked to answer reading comprehension test in form of multiple choice questions about descriptive text based on the provide topics that consist of 50 items with four alternative options and 90 minutes for time allocation.

G. Instrument of the research

There were two instruments use in this research: reading comprehension test for pre test and reading comprehension test for post test. The both of instruments, reading comprehension test.

Research instrument that is use in this research is test. According to Brown, The test use popular method of testing reading knowledge is the multiple choice, mainly for reasons of practicality: it easy to administer and can be scored quickly.⁸ It means the multiple-choice was the way to obtain the score of reading comprehension. Some specifications commonly used in measuring reading comprehension: main idea (topic), expression/ idiom/

⁸ H. Douglas Brown, *Language assessment, Principles and Classroom Practice*, (San Fransisco: Pearson Education, 2003, p.194

phrases in context inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The specification of test can be seen in

Table 3

Table 3

Table Specification of Test for Try-out for Pre Test & Post Test

CONTENT		Item Number		Total
No	Indicator	Even	Odd	
1	Main idea (Topic)	8, 24, 34, 36, 42	19	6
2	Inference (implied detail)	28, 40, 44	3, 11, 23,	6
3	Grammatical features	-	5, 9, 15, 21, 29, 43, 49	7
4	Expression/ Idiom/ phrase in context	4, 8, 14,	25, 27, 45.	6
5	Detail (scanning for a specifically stated detail)	18, 26, 30, 46, 50.	13, 31,	7
6	Excluding facts not written	10, 16, 20, 48.	33, 35,	6
7	Supporting idea (s)	1, 6,	17, 37, 39, 47.	6
8	Vocabulary in context	2, 22, 32, 38,	7, 41.	6

Total		50
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Based on the table 3, the main idea consist of 6 numbers.They were 8, 19, 24, 34, 36, and 42. Inference (implied detail) consist of 6 numbers. They were 3, 11, 23, 28, 40, and 44. Grammatical feature consist of 6 numbers.They were 5, 9, 15, 21, 29, 43 and 49. Expression/ idiom/ phrases in context consist of 6 numbers.They were 4, 8, 14, 25, 27, and 45. Detail (scanning for a specifically stated detail) consist of 7 numbers.They were 13,18, 26, 30, 31, 46, and 50. Excluding fact not written consist of 6 numbers.They were 10, 16, 20, 33, 35, and 48.Supporting idea consist of 6 numbers.They were 1, 6, 17, 37, 39, and 47. Vocabulary in content consist of 6 numbers.They were 2, 7, 22, 32, 38, and 41.So, the total number was 50.

Table 4

Table Specification of Pre Test After Try-Out

CONTENT		Item Number		Total
No	Even	Even	Odd	
1	Main idea (Topic)	8, 36, 42,	19	4
2	Inference (implied detail)	44	11	2
3	Grammatical features	-	21, 29, 43, 49	4
4	Expression/ Idiom/ phrase in	-	45	1

	context			
5	Detail (scanning for a specifically stated detail)	18, 46, 50	-	3
6	Excluding facts not written (unstated detail)	48	33	2
7	Supporting idea (s)	-	7, 47	2
8	Vocabulary in context	2, 32	-	2
Total				20

Based on the table 4, the main idea consist of 4 numbers.They were 8, 19, 36 & 42. Inference (implied detail) consist of 2 numbers. They were 11, and 44 Grammatical feature consist of 4 numbers.They were 21, 29, 43 & 49. Expression/ idiom/ phrases in context consist of 1 numbers. It was 45. Detail (scanning for a specifically stated detail) consist of 3 numbers.They were 18, 46, and 50. Excluding fact not written consist of 2 numbers.They were 33 and 48.Supporting idea consist of 3 numbers.They were 37, and 47. Vocabulary in content consist of 2 numbers.They were 2, 32. So, the total number was 20.

Table 5

Table Specification of Post Test After Try-Out

CONTENT		Item Number		Total
No	Indicator	Even	Odd	

1	Main idea (Topic)	46	25, 39	3
2	Inference (implied detail)	-	5	1
3	Grammatical features	4, 40	-	2
4	Expression/ Idiom/ phrase in context	38, 50	33	3
5	Detail (scanning for a specifically stated detail)	42, 48, 6	1, 31	5
6	Excluding facts not written (unstated detail)	24	19	2
7	Supporting idea (s)	12	3	2
8	Vocabulary in context	32	13	2
Total			20	

Based on the table 5, the main idea consist of 3 numbers.They were 25, 39 & 46. Inference (implied detail) consist of 1 numbers. It was 5. Grammatical feature consist of 2 numbers.They were 4 & 40. Expression/ idiom/ phrases in context consist of 3 numbers. They were 33, 38 & 50. Detail (scanning for a specifically stated detail) consist of 5 numbers.They were 1, 6, 31, 42 and 48. Excluding fact not written consist of 2 numbers. They were 24, and 19. Supporting idea consist of 2 numbers. They were 3, and 12. Vocabulary in content consist of 2 numbers.They were 13 & 32. So, the total number was 20.

H. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In this research, taught reading comprehension in descriptive text by using SQ4R as a treatment in experimental class. The treatment was done in three meetings. In the first meeting, explained about recount text and SQ4R to the students and then gave some example how to use it in descriptive text. Then the students was asked to follow the procedures of the strategy step by step. The students were given some question about the text. Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading the text, consequently they would analyze content of the text .

In the second meeting, the students were taught through another text descriptive text using SQ4R. It was caused to make easy for the students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. Then, give reading descriptive text to the students and asked the students to answer the questions correctly.

In the third meeting, after giving the explanation about descriptive text and SQ4R the students were given reading descriptive text and asked the students to answer the questions.

2. Treatment for Control Class

In control class, taught the students by QAR strategy as a treatment in control class. This strategy is often used by the teacher when teaching reading. In this strategy, explained about descriptive text and asked to the student about descriptive text in the first meeting. It was done in order to know how far the students understand about descriptive text.

In the second meeting, explained more clearly about descriptive text by giving another example. Then, gave reading descriptive text to the students and asked the students to read and answer the questions.

In the third meeting, gave reading descriptive text to the students and asked the students to answer the questions.

I. Scoring Procedure

Before getting the score, the research determined the procedure used in scoring the students' work. In order to do that, the research used Arikunto's formula.⁹ The scores of post test and pre test is calculating by using the following formula:

$$S = \frac{x}{100}$$

⁹ Arikunto Suharmin, Dasar – Dasar Evaluasi Pendidikan, (Bina Aksara, Jakarta, 1989) ,p.271

Notes:

S = Score of test

r = Total of right answer

n = total items

J. Validity, and Reliability of the Test

1. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments.¹⁰ In this research there are several aspects considered to measure validity of the test. Validity measured the aspects that will be measured. To measure whether the test has good validity, the researcher used the content validity and construct validity.

a. Content Validity

Hughes stated that test's content validity is to be an accurate measure of what it is supposed to measure. A test in which major areas identified in the specification¹¹. It means the test is obvious with the syllabus of the curriculum, for instance must be made up of items testing knowledge.

Based on standard of content school-based curriculum of reading. The descriptive reading at the eighth grade of junior high school. The teaching intended the students to answer the descriptive text. The test adapted to teach based on this standard of the content. Therefore, the test was along

¹⁰ Donald Ary. *Op.Cit.* p.225

¹¹ Hughes Arthur, *Testing for Language Teacher*, (2nd), (Cambridge, Cambridge University Press, 2003), p.22

with standard of content. To get the content validity of the test, the researcher tries to understand the material based on the objectives of teaching in the school based on curriculum for the eighth grade of MTs. Then, the researcher consulted the instrument to the English teacher at MTs Al – Utruiyyah Bandar Lampung, Mrs.Nurul Aulia, S.Pd to make sure that the instrument was valid.

b. Construct Validity

Hughes stated that Construct Validation is a research activity which theories are put the test and are confirmed, modified, or abandoned¹². It means that construct validity is showing the measurement uses contained correct operation definite, which is based on theoretical concept.

This research administered the test which the scoring covers eight aspects of reading they are: main idea, Expression/ idiom/ phrase in context, inference, supporting idea, grammar, vocabulary, detail, and excluding fact not written.

Construct validity referred to assumption, showing the measurement used contain correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that could measure and examine. The research measured or score reading

⁸ *Ibid.* p.27

comprehension the research made sure whether the reading comprehension is need to be measured.

In this research, the test' scoring convered eight aspect of reading they are: main idea, expression/ idiom/ phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. At the beginning of activity, this research conduct validity of test.

c. Internal Validity

An instrument has internal validity if every single instrument supports the mission holistically. To know the validity, the researcher used SPSS version 17. The result of the items try-out pre-test and post-test were from 50 items of try out for pre-test there were 20 items considered valid. There were number 2, 8, 11, 18, 19, 21, 29, 32, 33, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49 & 50. And from 50 items of try-out post-test there were 20 items considered valid. There were numbers 1, 3, 4, 5, 6, 12, 13, 19, 24, 25, 31, 32, 33, 38, 39, 40, 42, 46, 48 & 50. This research had done three steps of validity test based on the result obtained in SPSS of item validity that item validity test in pre-test there were 20 items that valid and in post test there were 20 items too, that valid. (See **Appendic 15**)

2. Reliability of the Test

Realibility of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.¹³ It means that to get the reliability of the test, the researcher uses SPSS (Statistical Package for the Social Science) version 17.

Table 6
Reliability Score

No	Instruments	Reliability Score
1	Pre-test Descriptive text	0.68
2	Post-test Descriptive text	0.73

Based on the result obtained in SPSS of reliability test in Pre-test Descriptive text was 0. 68 and Post-test Descriptive text was 0.73. It concluded that reliability of the instrument was substansial reliability. (See appendix 15)

The criteria of reliability:

1. Negligible reliability ranges from 0.00 to 0.20
2. The low reliability ranges from 0.20 to .40
3. Moderate reliability ranges from 0.40 to 0.60
4. Substansial reliability ranges from 0.60 to 0.80
5. High to very high reliability ranges from 0.80 to 1.00.

¹³ Donald Ary, *Op.Cit.* p.236

K. Data Analysis

1. Fulfilment of the Assumptions

The data gained are statistically analyzed by using strategies and steps as the following:

a. Normality Test

The normality of test used to measure whether data in the experimental class and control class were normally distributed or not. Test used to determine whether the data obtain from the sample normality or not. In this research used statistical computation by using SPSS (Statistical Package for Sosial Science) version 17, for normality of test.

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distribution.

H_a : the data are not normally distribution.

b. Homogeneity Test

Homogeneity test used to determine whether the data obtain from the sample homogeneous or not. In this research used statistical computation by using SPSS (Statistical Package for Sosial Science) version 17, for the hypotheses for the homogeneity test are formulated as

follows:

H_0 : the variances of the data are homogenous.

H_a : the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_0 is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test fulfills, used independent sample t- test. In this case, use statistical computation by using SPSS (Statistical Package for Social Science) version 17, for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

H_a : There is a significant influence of using SQ4R strategy towards students' reading comprehension.

H_0 : There is no significant influence of using SQ4R strategy towards students' reading comprehension.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Treatment

In MTs Al Utrujiyyah Bandar Lampung, the English subject was taught twice a week. This research was conducted in seven meetings (the first for try-out pre-test, second for try-out post-test, the third for pre-test, the fourth until sixth for treatments and seventh for post-test). Each meeting had been held on 90 minutes. On November 02nd 2017, the students were given the try-out pre-test and on November 03rd 2017 try-out post-test to VIII B. On November 6th, 2017 pre-test in experimental class (VIII D) and control class (VIII A) were administered.

The treatments had been held in three times, it began on November 07th 2017, on November 14th 2017 and on November 21th 2017. After the treatments, the post-test in experimental class and control class on November 28th 2017 were administered. The result of the pre-test and post-test was as the data of the research. In the process of treatments, all activities could run well. The researcher was given a paper containing descriptive text. Thirdly, asked the students to read the text to comprehend the text. Fourthly, asked the students to answer the question correctly.

1. Description of the First Treatment

November 7th 2017, the lesson was started by greeting and giving introduction which caused the students to feel curious to know the next steps of teaching learning process and gave the material to the students. After giving the material, explained about SQ4R strategy to the students and then gave some example how to use it. Then the students were asked to follow the procedures of the strategy step by step.

Firstly, Survey: the students skim the chapter and start by looking at topic heading, figure captions, and summaries. Secondly, Question: as you read, reword each major topic heading into one or more questions. Asking questions helps the students read with a purpose. Thirdly R1= Read: as you read, look for answers to the questions you asked. Fourthly R2= Recite: after reading a small amount, you should pause and recite or rehearse. Try to mentally answer the questions. Fifthly, R3= Reflect: as you read, reflect on what you are reading. As stated earlier, two powerful ways to do this are self and critical thinking. Sixthly, R4= Review: when you are done reading, skim back over a section or the entire chapter, or read your notes. Then, asked the students to answer the correct questions individually. This process helped the students to develop them into thoughtful learners and made them active to comprehend the text. Lastly, gave some questions about the text.

Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. As the closing of the meeting in the first meeting, asked the students to recite “*hamdallah*” together and closed the class by greeting.

2. Description of the Second Treatment

November 14st 2017, the second treatment, the students were taught through another text of descriptive text using SQ4R strategy. It was caused to make easy for the students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. The teaching learning process started by explaining more about the descriptive text and SQ4R strategy. Then the students was asked to follow the procedures of the strategy step by step.

Firstly, Survey: the students skim the chapter and start by looking at topic heading, figure captions, and summaries. Secondly, Question: as you read, reword each major topic heading into one or more questions. Asking questions helps the students read with a purpose. Thirdly R1= Read: as you read, look for answers to the questions you asked. Fourthly R2= Recite: after reading a small amount, you should pause and recite or rehearse. Try to mentally answer the questions. Fifthly, R3= Reflect: as you read, reflect on what you are reading. As stated earlier, two powerful ways to do this are self and critical thinking. Sixthly, R4= Review: when you are done reading, skim back over a section or the entire chapter, or read your notes. This process helped the students to develop them into thoughtful learners and

made them active to comprehend more from the text. Lastly, gave some question about the text.

Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. As the closing of the meeting in the second meeting, asked the students to recite “*hamdallah*” together and closed the class by greeting.

3. Description of the Third Treatment

November 21th 2017, it was better than second treatment because the students felt in accustomed in teaching learning process through SQ4R strategy and the students felt enjoyable with the materials of reading. From this, most of students could answer the questions correctly. It mean that the treatments shown significant result.

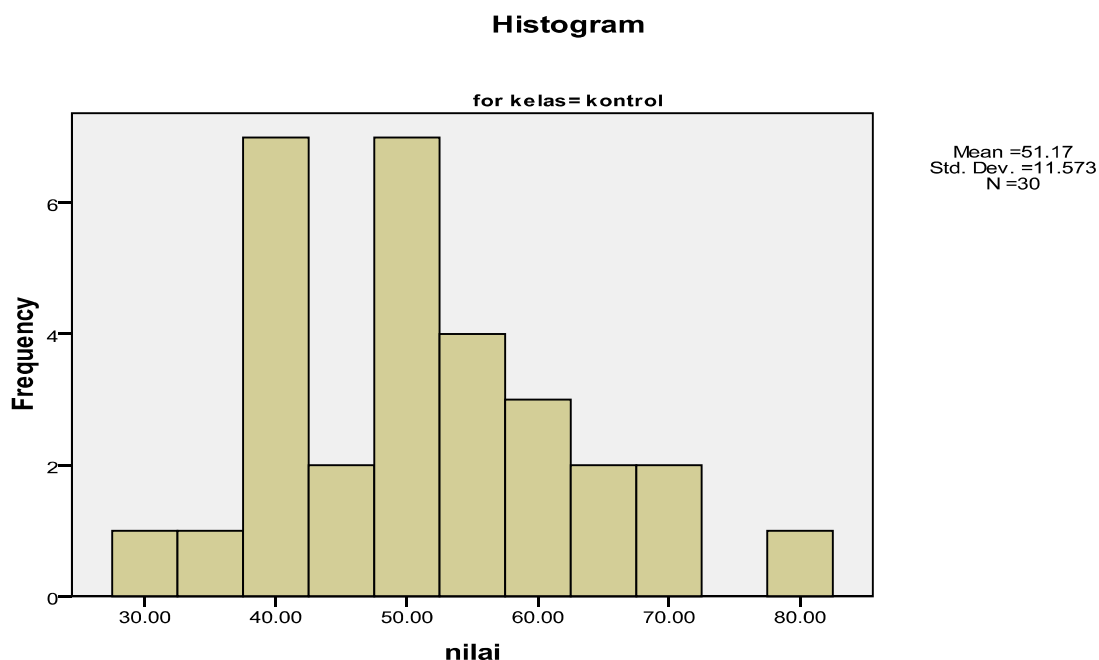
B. Result of the Research

The score was derived from pre-test and post test. The pre-test was held on November 06th, 2017 and post-test on November 28th, 2017. Pre-test was given for the students before treatment and post-test was given after treatment.

1. Result of pre-test in Control Class

The research conducted pre-test in order to see students’ reading comprehension. The pre-test was held on November 06th, 2017. The scores of the students’ reading comprehension tested in pre-test .The result of pre-test in control class can be seen in figure below:

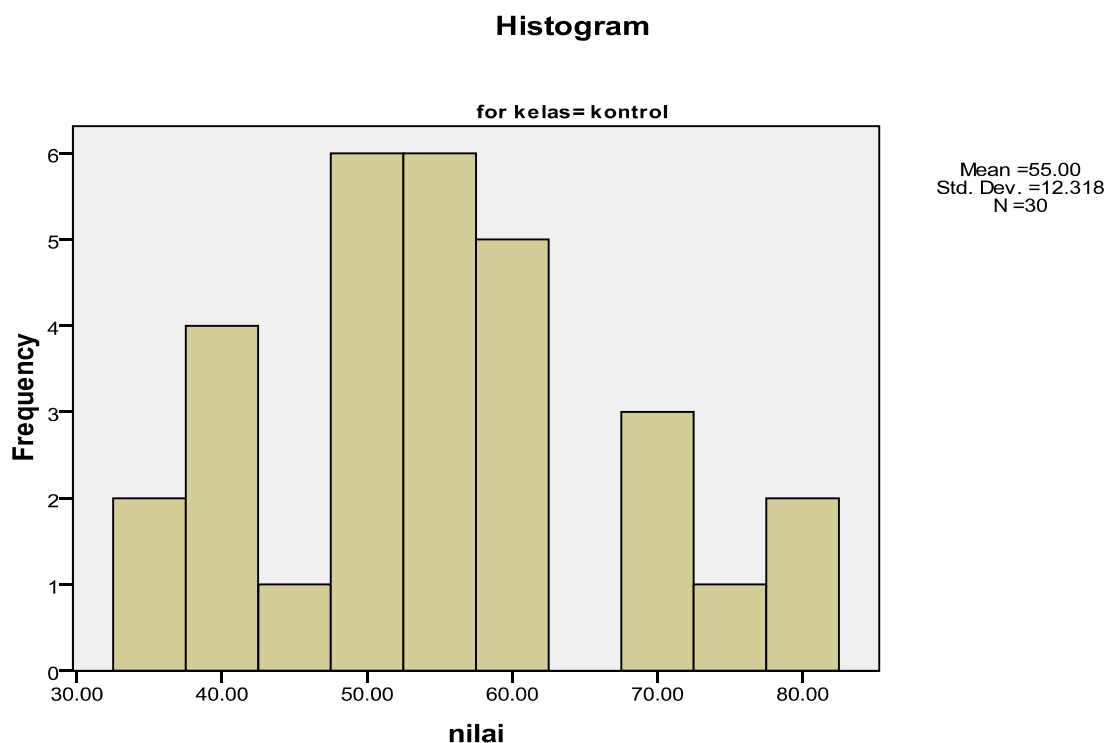
Figure 1
The result of pre-test in control class



Based on the table, it showed that the mean of the pre-test score in VIII A as the control class was 51,17. The maximum score was 80 and the minimum score was 30. The median score was 40 and the mode score was 40. It showed students' reading comprehension before they got treatments.

2. Result of Post-test in Control Class

The post-test was given in control class to know students' descriptive text after the treatment. It was administrated on November 28th 2017. The score of post-test in control class are presented in **Figure 2**

Figure 2**The result of post-test in control class**

Based on the table 7, it showed that the mean of the pre-test score in VIII A as the control class was 55,00. The maximum score was 80 and the minimum score was 30. It showed students' reading comprehension after they were taught with reading strategy as the treatment.

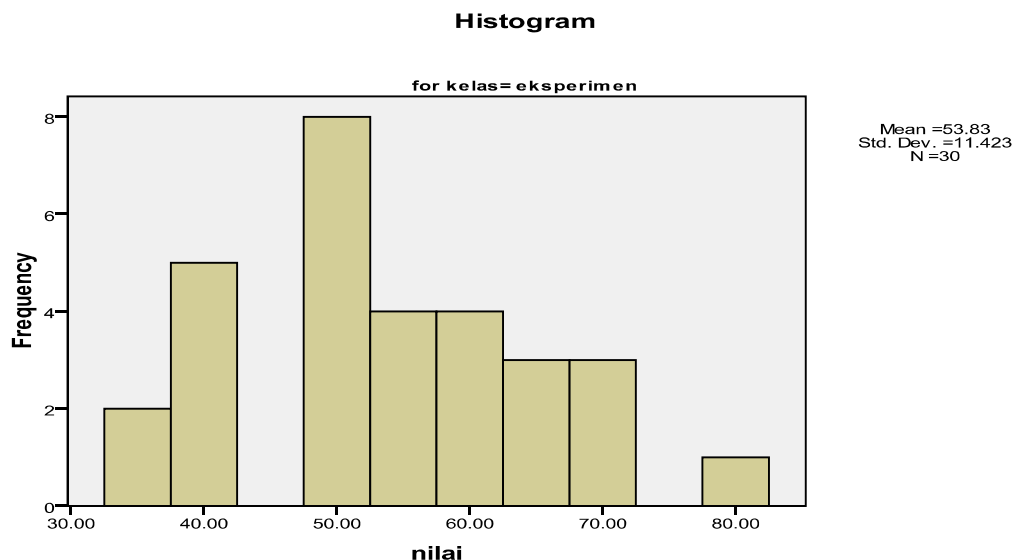
At the beginning of the research, the pre-test was administrated to know the students' reading comprehension before they were given treatment by the teacher. The result showed that the mean score of pre-test control class was 51,17 and the mean score of post-test in control class was 55,00.

3.Result of pre-test in Experimental Class

The pre- test was conducted in order to know students' reading comprehension before the treatment. The pre-test was administrated on November 06th, 20 17. The scores of the students' descriptive text tested in pre-test in the experimental class could be seen in **Figure 3**

Figure 3

The result of pre-test in experimental class



Based on figure 3, the mean of pre-test in experimental class is 53.83, standard deviation was 11.423, N was 30. It showed students' reading comprehension before they got treatments.

4. Result of Post-test in Experimental Class

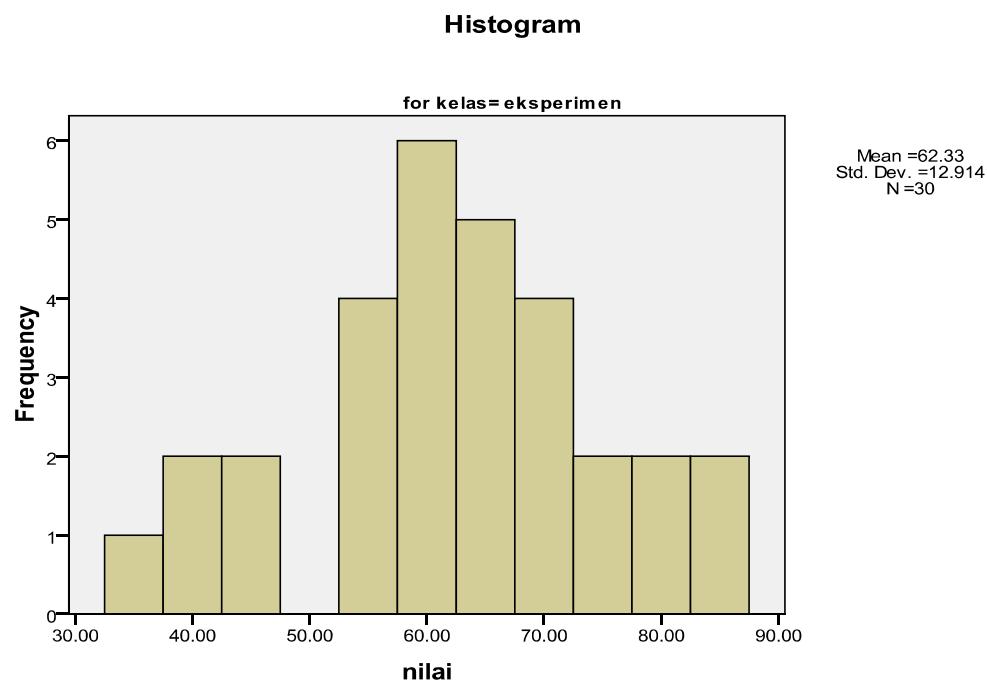
The post-test was given in experimental class to know students'

Descriptive text after the treatment. It was administrated on November 28th 2017.

The score of pos-test in experimental class are presented in Figure 4

Figure 4

The result of post-test in experimental class



Based on figure 1, the mean of post-test in experimental class is 62.33, standard deviation was 12.914, N was 30. It showed students' reading comprehension after they were taught with Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy as the treatment.

At the end of the research, post-test was given to measure the improvement of the students reading comprehension in both classes after the treatments. The mean score of pre-test in experimental class was 53,83 and mean score of post-test in experimental class was 62,33. It means that teaching reading by SQ4R strategy more effective and it can increase their reading comprehension score.

From the result, we can see that the students' post-test is higher than pre-test. The result of pre-test and post-test also showed that the students who taught by SQ4R strategy got better result than the students who taught by using QAR strategy.

5. Result of Normality Test

The researcher tested normality test after got score of the students in reading comprehension pretest and posttest of recount text using SPSS version 17.

a. The hypotheses are:

Ho: the data have normal distribution.

Ha: the data do not have normal distribution.

b. The test criteria

If the value $(p) > \text{significant } (\alpha = 0.05)$ it means that H_0 was accepted.

If the value $(p) < \text{significant } (\alpha = 0.05)$ it means that H_a was accepted.

Table 7
Normality Control and Experimental Class

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai eksperimen	.135	30	.170	.956	30	.237
Kontrol	.140	30	.137	.958	30	.277

a. Lilliefors Significance Correction

Based on table, it can be seen that Pvalue (Sig.) for control class was 0.137 and Pvalue (Sig.) for experimental class was 0.170 because Sig. (Pvalue) of experimental class and control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

Based on result of the students' pre-test and post-test score, it showed that students' posttest score in experimental class was higher than students' post test score in control class. It could be seen from the Pvalue (Sig.) of students' post test score in control class was 0,137 while the Pvalue (Sig.) of students' post test score in experimental class was 0,170. It showed that the students who are taught by using SQ4R strategy got better result than the students who are taught by using QAR Strategy.

6. Result of Homogeneity Test

The researcher tested Homogeneity test after got the score of students' reading comprehension in control class and experimental class (pretest and posttest of reading comprehension in recount text by using SPSS)

a. The hypotheses are:

H_a : The variance of the data is not homogeneous

H_o : The variance of the data is homogeneous

b. The criteria of the test are follows:

H_o is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 8

Homogeneity Tests

	Levene statistic	df1	df2	Sig
Gain Based on mean	.003	1	58	.955

Based on the results obtained in the test of homogeneity of variances in the table, it could be seen that Sig. (Pvalue) was $0.955 > \alpha$ was 0.05 . It demonstrated that H_o was accepted because Sig. (Pvalue) $> \alpha$ was 0.05 . It means that the variance of the data was homogeneous.

7. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical program for Social Science) version 17, independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using (SQ4R) strategy towards students reading comprehension of recount text at the first semester of the eighth grade of MTs Al Utrujiyyah Bandar Lampung in the academic year of 2017/2018.

H_o : There is no significant influence of using (SQ4R) strategy towards students reading comprehension of recount text at the first semester of the eighth grade of MTs Al Utrujiyyah Bandar Lampung in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_o is accepted is Sig. (Pvalue) $> \alpha = 0.05$

H_a is accepted is Sig. (Pvalue) $< \alpha = 0.05$

Table 9

Hyphothesis Tests

t	Df	Sig. (2-tailed)
2.251	58	0,028

Based on the results obtained in the independent sample t-test in Table 10, the value of significant generated Sig. (Pvalue) was $0.028 < \alpha$ was 0.05. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Survey, Question, Read, Recite, Reflect, Review (SQ4R) Strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of MTs Al Utrujiyyah Bandar Lampung in the academic year of 2017/2018.

C. Discussion

At the beginning of the research, there were some procedures used to know students' reading comprehension in descriptive text. Some tests were conducted to collect the data such as pretest and posttest. The pretest was administered to know students' reading comprehension in descriptive text before they were given treatments. The scores of pretest would be used as students' score before treatments.

Based on result of the students' pre-test and post-test score, it showed that students' posttest score in experimental class was higher than students' post test score in control class. It could be seen from the mean of students' post test score in control class was 55.00, while the mean of students' post test score in experimental class was 62.33. It showed that the students who are taught by using SQ4R strategy got better result than the students who are taught by using QAR Strategy.

Based on analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the students who are taught through Survey, Question, Read, Recite, Reflect,

Review (SQ4R) strategy got better result than the students who are taught by using Question Answer Relationship (QAR) strategy. It had been supported by the previous research conducted by Darmita under the title, “Improving Reading Comprehension Through Survey-Question-Read-Recite-Reflect- Review (SQ4R)”. The result of the study showed that Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy is effective way to improve students’ reading comprehension. By using through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy, the students are involved with the reading especially in effort to seek the meaning of the text, that is why this strategy can improve the comprehension effectively. It can be concluded that through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy influenced the students’ reading comprehension.

Thus, the researcher concluded that through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy is a strategy that can be used in teaching English especially in reading comprehension, because through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy can help students to understand the information of the text by providing students in word recognition and comprehension the text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, the conclusion in terms of the use of through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy in improving students' reading comprehension in descriptive text. As presented in the first chapter, the objective of this research was to find out whether the use of through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy improving students' reading comprehension in descriptive text.

Based on the research result, the mean score of posttest in experimental class was 62.33 and the mean score of posttest in control class was 55.00. It showed that the students' posttest score in experimental class was higher than students' posttest score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.028. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It means that there was significant influence of using through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy toward students' reading comprehension in descriptive at the eighth grade of MTs Al Utrujjyah Bandar Lampung.

B. Suggestion

Based on the conclusion above, the researcher puts forward the following suggestions:

1. Suggestion for the Teacher

- a. In this research, it found out that Survey, Question, Read, Recite, Reflect, Review (SQ4R) Strategy as an alternative strategy of the teaching process is a good way to be applied.
- b. Due the finding, English teacher can help the students in increasing their reading comprehension by using SQ4R Strategy.
- c. The teacher should apply the new strategy to the students during the teaching and learning process in the classroom.

2. Suggestion for the Students

- a. The students should enrich their vocabulary and comprehend the text that they get to answer the questions in reading correctly.
- b. The students must ask to the teacher, if they don't understand the material to be comprehended the texts in the learning process, well.
- c. The students should read more the book as interesting habit and get the insight.

3. Suggestion for the next researcher

- a. Who are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading comprehension.
- b. The next researcher may conduct this strategy on level of students, for example Senior High School. They can apply other kind of texts, for examples, narrative, report, recount text etc.



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16. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2005), p.75a



Appendix 1

The Result of Interview With the Teacher

No	Question	Respond	Conclusion
1.	How is process of teaching and learning in the class?	The teaching and learning process in the class running as general. But sometimes, there are some problems faced in the class, especially the problem created by students such as some of them did not pay attention and most of them looked passive in learning process especially in reading skill.	passive in learning process especially in reading skill.
2.	What is the method usually uses in the reading class?	Use Question Answer Strategy.	Question Answer Strategy
4.	Do you always use that method in teaching?	Yes , I always use that strategy.	Always use that strategy .
5.	Is there any problem in the process of teaching and learning? What the	Every skill has problems and difficulty level, but the most difficult problem is reading	most difficult problem is reading skill, the student

	skill often appears the problem?	skill, the student difficult to increase their reading comprehension skill.	difficult to increase their reading comprehension skill.
6.	What skill that the score was always under average, why ?	Reading score was always under average, because reading is the prime, especially in the ability because their reading comprehension has limited	Reading score was always under average.

Note:

NA: Nurul Aulia



Appendix 2

The Result of Interview With the Students

MA: Mumtaz Annisa

CLASS : VIII A

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya sulit memahami apa yang diajarkan oleh beliau.	Difficult to accept the material.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Selalu menjelaskan dalam waktu yang sebentar dan langsung memberi tugas dan membosankan.	Students felt bored.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Reading yang paling sulit.	Difficult in mastering reading.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya sulit untuk mengerti teks dan menjawab pertanyaan.	The students got the problems to comprehend the text and answer the questions.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Membosankan karena guru,setelah memberi soal tidak menunggu dikelas sehingga murid sibuk dengan yang lain.	The student felt bored.

MA: Muhammad Alfhi

CLASS : VIII A

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya sulit memahami apa yang diajarkan oleh beliau.	Difficult to accept the material.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya dan teman-teman hanya merasa jenuh ketika proses mengajar.	Between the student and teacher nothing cooperation.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Reading yang paling sulit menurut saya	Difficult in mastering reading skill.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya tidak tau cara memahami teks, dan artinya.	The student can't understand the text of english.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Saya merasa jenuh dengan penjelasan yang seperti itu saja.	The student felt bored.

FR: Fahri Ramadhan

CLASS : VIII B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya dan teman-teman saya selalu disuruh nyatet atau mengerjakan tugas yang ada di LKS	The method not interesting.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Sangat jenuh dan bosan dan malas untuk memperhatikan	The student felt bored.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Semua sulit karna saya tidak terlalu suka pelajaran bahasa inggris dan yang paling sulit adalah reading	Difficult in mastering reading skill.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya dan teman-teman tidak memahami teks seutuhnya.	The student didn't understand about the text.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Merasa bosan	Students feel bored.

NH: Nurul Hanifah

CLASS : VIII B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Ibu guru jarang menjelaskan materi hanya memanggil sekertaris dan memberi tugas.	The method is not interesting.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya kurang mengerti apa yang di tugaskan oleh ibu guru saya dan teman-teman saya diberi waktu lalu disuruh mengerjakan lalu diperiksa dan dinilai.	The student felt difficult accept the material.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Reading	Difficult in mastering reading skill.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Sulit untuk mengerti teks dan saya tidak hapal kata-kata dalam bahasa inggris	Difficult to comprehend the text because I don't memorize the vocabulary.
5.	Apakah kalian merasa senang dengan metode guru diajarkan dikelas?	Merasa bosan	The students felt bored.

BS: Budi Sadewo

CLASS : VIII C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Ibu guru menjelaskan dengan waktu yang singkat, saya faham materi tapi ketika mengerjakan soal bahasa inggris, saya merasa sulit	The teacher give short explanation, when the student do the task, she was confuse.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya tidak mengerti akan pelajaran tersebut	Not understand the material.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Reading dan writing	Difficult in mastering reading skill.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya merasa sulit untuk menjawab soal.	Difficult to start answer the questions.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Ingin metode yang lebih membuat saya aktif.	The method do not make the student active.

RI: Riska Isnaini

CLASS : VIII C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Beliau memberi penjelasan dan kami mengerjakan latihan yang terdapat di LJK	The method not interesting.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya kurang mengerti apa yang disampaikan beliau	The student cannt to accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Reading	Difficult in mastering reading skill.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya bingung untuk menjawab teks bahasa inggris.	The student was confuse to answer the english text.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Ya kalau beliau masuk saya merasa senang tapi ketika pelajaran berjalan merasa bosan karna tidak ada hal baru dalam kegiatan belajar mengajar	The student bored with the method

MD: Muhammad Drajat

CLASS : VIII D

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Kami hanya diberi catatan dan sekertaris yang menulis didepan lalu di beri soal dan dikumpul.	The method not interesting.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Tidak ada semangat.	There is not motivation.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Semuanya sulit karena saya tidak menyukai bahasa inggris	English is difficult.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya tidak bisa mengerti tentang teks bahasa inggris, sulit untuk mengartikan arrtinya.	The student can't understand the text.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Bosan	Felt bored

Nisa Jaharah:

CLASS : VIII D

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Penjelasan yang singkat dan selalu ada latihan yang banyak.	Short explanation and many the tasks.
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya sering bingung dan belum mengerti atas apa yang beliau jelaskan tapi saya malu untuk bertanya.	Student feel confused and not understand the material.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Yang paling sulit adalah reading.	Reading is difficult.
4.	Apakah alasan kamu jika kamu mengatakan bahwa reading lebih sulit dibandingkan yang lainnya ?	Saya butuh waktu lama untuk mengerti maksud dari teks tersebut.	The student have is limited comprehension.
5.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Saya malu kalau saya salah saya di tertawakan teman-teman	The student afraid to answer the text.

Appendix 3



YAYASAN AL UTRUJIYAH

SSMTs AL UTRUJIYAH

Jl. Teluk ratai No. 05 Kota Karang Teluk Betung Timur

Bandar Lampung

Telp. (0721) 470 973



Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII A

No	No induk siswa										Nama siswa	Nilai	
	1	2	3	4	5	6	7	8	9	SKBM		Ujian	
1	1	7	1	1	0	4	0	0	1	Adelya Fitri	73	86	
2	1	7	1	1	0	4	0	0	2	Ali Gilang Pratama	73	84	
3	1	7	1	1	0	4	0	0	3	Ana Ananda Rahmah	73	82	
4	1	7	1	1	0	4	0	0	4	Annisa Rahayu	73	80	
5	1	7	1	1	0	4	0	0	5	Arka Barikh	73	80	
6	1	7	1	1	0	4	0	0	6	Avrelia Nuril	73	78	
7	1	7	1	1	0	4	0	0	7	Ayu Amalia	73	78	
8	1	7	1	1	0	4	0	0	8	Defina Diah Maharani	73	76	
9	1	7	1	1	0	4	0	0	9	Fathaniah Ghaisani	73	76	
10	1	7	1	1	0	4	0	1	0	Fianda Putri	73	76	
11	1	7	1	1	0	4	0	1	1	Ike Nursela	73	74	
12	1	7	1	1	0	4	0	1	2	Kholila Fadlia	73	64	
13	1	7	1	1	0	4	0	1	3	Putri Aresti	73	74	
14	1	7	1	1	0	4	0	1	4	Lulu Wahyu Utami	73	62	
15	1	7	1	1	0	4	0	1	5	M. Bagas Prasetya	73	70	
16	1	7	1	1	0	4	0	1	6	Miranti Amalia	73	70	
17	1	7	1	1	0	4	0	1	7	Muhammad Alfhi	73	68	
18	1	7	1	1	0	4	0	1	8	M. Atha Akbar	73	66	
19	1	7	1	1	0	4	0	1	9	M. Rayhan Rahman	73	66	
20	1	7	1	1	0	4	0	2	0	M. Zaki Perdana	73	66	
21	1	7	1	1	0	4	0	2	1	Mumtaz Annisa	73	64	
22	1	7	1	1	0	4	0	2	2	Nadilla Nur Zahra	73	64	



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 Telp. (0721) 470 973



Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII A

No	No induk siswa										Nama siswa	Nilai		
	1	2	3	4	5	6	7	8	9	SKBM		Ujian		
23	1	7		1	1	0		4	0	2	3	Netarifqi Nuriasih	73	64
24	1	7		1	1	0		4	0	2	4	Nisa Jaharah	73	64
25	1	7		1	1	0		4	0	2	5	Nurafifah Cintha	73	62
26	1	7		1	1	0		4	0	2	6	Nurul Isnani	73	62
27	1	7		1	1	0		4	0	2	7	Qoidah Noor	73	58
28	1	7		1	1	0		4	0	2	8	Raihan Ardelia	73	58
29	1	7		1	1	0		4	0	2	9	Rangga Aditya	73	58
30	1	7		1	1	0		4	0	3	0	Sakila Khairunnisa	73	56
31	1	7		1	1	0		4	0	3	1	Salsabila Amelia	73	54
32	1	7		1	1	0		4	0	3	2	Salsabila Azizah	73	54
33	1	7		1	1	0		4	0	3	3	Siti Rosliyana	73	52

Bandar Lampung, 2017

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Bandar Lampung

Telp. (0721) 470 973



Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII B

No	No induk siswa										Nama siswa	Nilai	
	1	2	3	4	5	6	7	8	9	SKBM		Ujian	
1	1	7	1	1	0	4	0	3	4	Ahmad Sani Al Afgany	73	78	
2	1	7	1	1	0	4	0	3	5	Akbar Zam – Zami	73	76	
3	1	7	1	1	0	4	0	3	6	Ali Sadikin	73	74	
4	1	7	1	1	0	4	0	3	7	Annisyifa Nur Azizah	73	72	
5	1	7	1	1	0	4	0	3	8	Bellia Nilam	73	72	
6	1	7	1	1	0	4	0	3	9	Bima Parin Wahyu	73	70	
7	1	7	1	1	0	4	0	4	0	Bobby Damara	73	70	
8	1	7	1	1	0	4	0	4	1	Chintya Komala	73	70	
9	1	7	1	1	0	4	0	4	2	Darsani Ali	73	68	
10	1	7	1	1	0	4	0	4	3	Dede Sudrajat	73	68	
11	1	7	1	1	0	4	0	4	4	Desinta Sari	73	68	
12	1	7	1	1	0	4	0	4	5	Desta Salsabilla	73	68	
13	1	7	1	1	0	4	0	4	6	Fadillatun Nisbah L.	73	66	
14	1	7	1	1	0	4	0	4	7	Fahri Ramadhan	73	66	
15	1	7	1	1	0	4	0	4	8	Fahitur Rahmi	73	74	
16	1	7	1	1	0	4	0	4	9	Fika Fajar Amelia	73	62	
17	1	7	1	1	0	4	0	5	0	Gadis Kurnia Komala	73	60	
18	1	7	1	1	0	4	0	5	1	Gilang Ramadhan	73	60	
19	1	7	1	1	0	4	0	5	2	Charisma Putri	73	58	
20	1	7	1	1	0	4	0	5	3	M.Nouval Mugis	73	56	
21	1	7	1	1	0	4	0	5	4	Mahatma Citra Fatimah	73	54	
22	1	7	1	1	0	4	0	5	5	Meisi Amdani	73	54	



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Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII B

No	No induk siswa										Nama siswa	Nilai	
	1	2	3	4	5	6	7	8	9	SKBM		Ujian	
23	1	7	1	1	0	4	0	5	6	Meysa Hanny Muflihin	73	54	
24	1	7	1	1	0	4	0	6	7	Muhammad Faris F.	73	54	
25	1	7	1	1	0	4	0	6	8	M. Fauzi	73	74	
26	1	7	1	1	0	4	0	6	9	Najwa Salsabila	73	52	
27	1	7	1	1	0	4	0	6	0	Najwa Fida Safira	73	50	
28	1	7	1	1	0	4	0	6	1	Nisrina Dian Trisya	73	74	
29	1	7	1	1	0	4	0	6	2	Nur Amelia Fitri	73	48	
30	1	7	1	1	0	4	0	6	3	Nurul Hanifah	73	46	
31	1	7	1	1	0	4	0	6	4	Pinka Mustika Saeli	73	66	
32	1	7	1	1	0	4	0	6	5	Priya Anjelita	73	46	
33	1	7	1	1	0	4	0	7	6	Rega Muarif Fanny	73	44	
34	1	7	1	1	0	4	0	7	7	Risky Dwi Cahyo	73	42	

Bandar Lampung, 2017

Guru Mata Pelajaran

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NIP:



YAYASAN AL UTRUIYYAH
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Jl. Teluk ratai No. 05 Kota Karang Teluk Betung Timur

Bandar Lampung

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Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII C

No	No induk siswa										Nama siswa	Nilai	
	1	2	3	4	5	6	7	8	9	SKBM		Ujian	
1	1	7	1	1	0	4	0	7	8	Adit Heriyadi	73	88	
2	1	7	1	1	0	4	0	7	9	Aan Syar	73	74	
3	1	7	1	1	0	4	0	8	0	Ahmad Al Yusuf	73	70	
4	1	7	1	1	0	4	0	8	1	Ahmad Zulfikar	73	68	
5	1	7	1	1	0	4	0	8	2	Ananda Ayu Dinati	73	68	
6	1	7	1	1	0	4	0	8	3	Andres Sofiansah	73	68	
7	1	7	1	1	0	4	0	8	4	Ani	73	66	
8	1	7	1	1	0	4	0	8	5	Ariya Bagus Dinati	73	66	
9	1	7	1	1	0	4	0	8	6	Deriyansyah	73	66	
10	1	7	1	1	0	4	0	8	7	Diajeng Aulia	73	66	
11	1	7	1	1	0	4	0	8	8	Dini Septiani	73	72	
12	1	7	1	1	0	4	0	8	9	Dini Tajkiatulhak	73	58	
13	1	7	1	1	0	4	0	9	0	Haldi Maulana	73	58	
14	1	7	1	1	0	4	0	9	1	Humairoh	73	58	
15	1	7	1	1	0	4	0	9	2	Icha Aryani	73	78	
16	1	7	1	1	0	4	0	9	3	Junius Mahendra	73	56	
17	1	7	1	1	0	4	0	9	4	Karina Nur Alfiya	73	76	
18	1	7	1	1	0	4	0	9	5	M. Dimas Saputra	73	56	
19	1	7	1	1	0	4	0	9	6	M. Hafiz	73	54	
20	1	7	1	1	0	4	0	9	7	M.Irwansyah	73	74	
21	1	7	1	1	0	4	0	9	8	Masrina	73	52	
22	1	7	1	1	0	4	0	9	9	M. Faical Ichwan	73	52	



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Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas :VIII C

No	No induk siswa										Nama siswa	Nilai	
	1	2	3	4	5	6	7	8	9	SKBM		Ujian	
23	1	7		1	1	0	4	1	0	0	M.Haikal	73	50
24	1	7		1	1	0	4	1	0	1	Nabila R.H	73	70
25	1	7		1	1	0	4	1	0	2	Nurhayati	73	48
26	1	7		1	1	0	4	1	0	3	Rangga Pramudia	73	48
27	1	7		1	1	0	4	1	0	4	Reza Maulana	73	46
28	1	7		1	1	0	4	1	0	5	Rosita	73	46
29	1	7		1	1	0	4	1	0	6	Rusnadi	73	76
30	1	7		1	1	0	4	1	0	7	Sefti Mutiyah	73	44
31	1	7		1	1	0	4	1	0	8	Sri Fadila	73	44
32	1	7		1	1	0	4	1	0	9	Suvayati	73	72
33	1	7		1	1	0	4	1	1	0	Syahrul Hidayatullah	73	40

Bandar Lampung, 2017

Guru Mata Pelajaran

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NIP:

YAYASAN AL UTRUJIYYAH
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Jl. Teluk ratai No. 05 Kota Karang Teluk Betung Timur

Bandar Lampung

Telp. (0721) 470 973



Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII D

No	No induk siswa										Nama siswa	Nilai	
	1	2	3	4	5	6	7	8	9	SKBM		Ujian	
1	1	7	1	1	0	4	1	1	1	Abimanyu	73	82	
2	1	7	1	1	0	4	1	1	2	Ade Tiara	73	82	
3	1	7	1	1	0	4	1	1	3	Adelia Chairunnisa	73	80	
4	1	7	1	1	0	4	1	1	4	Adelia Safitri	73	78	
5	1	7	1	1	0	4	1	1	5	Adienda Try Dinanti	73	76	
6	1	7	1	1	0	4	1	1	6	Ahmad Bagus Alkanzu	73	76	
7	1	7	1	1	0	4	1	1	7	Allysa Naura Hanif	73	74	
8	1	7	1	1	0	4	1	1	8	Anggita Dwi Marshanda	73	72	
9	1	7	1	1	0	4	1	1	9	Desilva Ramadhani A.	73	70	
10	1	7	1	1	0	4	1	2	0	Dhafin Aldifalah	73	70	
11	1	7	1	1	0	4	1	2	1	Diamah Adilah	73	68	
12	1	7	1	1	0	4	1	2	2	Fahira Aulia Ananda	73	66	
13	1	7	1	1	0	4	1	2	3	Fariq Al- Fadli	73	54	
14	1	7	1	1	0	4	1	2	4	Isti Azah Mulyasari	73	64	
15	1	7	1	1	0	4	1	2	5	M. Drajat	73	64	
16	1	7	1	1	0	4	1	2	6	Khairunnisa Khoiri	73	74	
17	1	7	1	1	0	4	1	2	7	M.Akbar Al- Furqon	73	64	
18	1	7	1	1	0	4	1	2	8	M.Aqiel Tsauban	73	64	
19	1	7	1	1	0	4	1	2	9	M.Syifa Satria Asari	73	64	
20	1	7	1	1	0	4	1	3	0	M. Ilham Al Farisi	73	60	
21	1	7	1	1	0	4	1	3	1	Muhammad Alif N.	73	58	
22	1	7	1	1	0	4	1	3	2	M. Fadli Al Huda	73	78	



YAYASAN AL UTRUIYYAH
MTs AL UTRUIYYAH

Jl. Teluk ratai No. 05 Kota Karang Teluk Betung Timur

Bandar Lampung

Telp. (0721) 470 973



Daftar Nilai Reading, Mata Pelajaran B.INGGRIS

Hari/ tanggal:

Kelas : VIII D

No	No induk siswa										Nama siswa	Nilai		
	1	2	3	4	5	6	7	8	9	SKBM		Ujian		
23	1	7		1	1	0		4	1	3	3	M. Zaqky	73	58
24	1	7		1	1	0		4	1	3	4	Nabila Aulia	73	50
25	1	7		1	1	0		4	1	3	5	Nur Azizah	73	58
26	1	7		1	1	0		4	1	3	6	Nur Khoiriza Hidayat	73	58
27	1	7		1	1	0		4	1	3	7	Rakha Rabbani	73	56
28	1	7		1	1	0		4	1	3	8	Refina Amalia Taufiq	73	54
29	1	7		1	1	0		4	1	3	9	Risya Hindayani	73	54
30	1	7		1	1	0		4	1	3	0	Rosa Halimah A.	73	52
31	1	7		1	1	0		4	1	4	1	Satrio Al Farizi	73	76
32	1	7		1	1	0		4	1	4	2	Suci Dera Jenita	73	50
33	1	7		1	1	0		4	1	4	3	Tegar Riadi Akbar	73	48
34	1	7		1	1	0		4	1	4	4	Wulan Dwi Cahyani	73	46

Bandar Lampung, 2017

Guru Mata Pelajaran

.

NIP:



Appendix 4

SILABUS PEMBELAJARAN

Sekolah : MTsN 01 Pahoman, Bandar Lampung

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

- Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar. 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date: March 1st, 2008 Time : 10.00 Place : Osis Reuni Don't be late ! Buddy Secretary	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsional pendek tentang undangan/pesan pendek 4. menjawab	<ul style="list-style-type: none"> Membaca dengan nyaring dan bermakna teks fungsional pendek Mengidentifikasi berbagai informasi dalam teks fungsional pendek Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan 	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi 2. Pilihan ganda 3. Uraian	Read the the text aloud and clearly. 1. Complete the test using correct words 2. Choose the correct answer 3. Answer the following questions based on the text	6 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>recount</i>	teks descriptive dan recount 3. Tujuan komunikatif teks descriptive dan recount 4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	3. Membaca teks descriptive/recount 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 6. Membaca nyaring teks descriptive dan recount.	Tes lisan	Membaca nyaring	<i>Read the text aloud.</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Bandar Lampung, 8 Mei 2017

Mengetahui

Kepala Sekolah, MTsN 1 Bandar Lampung

Guru Mapel Bahasa Inggris

(H. Akhyarulloh M.Pd)
NIP : 195212041977111001

Dian Safarina S.Pd
NIP : 195910221986102001



Appendix 5

LEARNING IMPLEMENTATION PLAN (Control Class)

School : MTs Al Utrujiyyah
Class / Semester : VIII (Eight) / Semester 1 (One)
Subjects : English lesson
Aspect / skill : Reading
Time Allocation : 2 X 45 (Minutes)
Meeting : 1st

A. Competency standards

Reading

Understand the meaning in simple short essay-shaped descriptive to interact with the environment.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
5.1 Reading aloud meaningful functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the surrounding environment.	5.1.1 Identify the meaning of descriptive text 5.1.2 Identify the communicative purpose of the descriptive text

<p>5.2 Responding to the meaning in simple short functional text accurately, fluently and happily related to the environment.</p>	<p>5.2.1 Identify rhetorical steps and linguistic features descriptive text.</p>
<p>5.3 Responds to the meaning and steps of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.</p>	<p>5.3.1 Identifies various information in functional text.</p> <p>5.3.2 Identify communicative goals Functional text.</p>

C. LEARNING OBJECTIVES

After studying the material the student can be expected to be able to:

1. Understand the meaning, purpose, and part of the descriptive text.
2. Understand the contents of descriptive text.
3. Identify the information in descriptive text.

D. MATERIALS AND DESCRIPTIONS of MATERIALS

Descriptive Text is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object.

Descriptive Text structure (generic structure) is:

1. Identification is the introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed by object, place, or person that is described.

Descriptive Text Characteristics:

- Using simple present tense
- Using verb attribute, like be (am, is, are)
- Just focus on one such object.

The example of descriptive text:

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley.

This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock is formed into a natural 'arch' and the cave is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique features of the glow worms.

Picnic areas offer toilets, barbeques, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

E. MODELS AND TEACHER METHODS

Method: QAR Strategy

F. THE STEPS of LEARNING ACTIVITIES

Activity Steps	Character of the nation
<p>A. Preliminary activities</p> <ul style="list-style-type: none"> • The teacher greeted. • Pray before studied. • Checked student attendance. • Asked the students. • The teacher conveyed the purpose of learning based on class situation. • Gave motivation to learn. • Prepared questions that relate previous knowledge to the material studied. • The students received information on the competencies, 	<p>Courtesy (polite)</p> <p>Religious (religious)</p> <p>Discipline (discipline)</p> <p>Attention (respect)</p> <p>Respect and Respect</p>

<p>materials, and the steps of learning that implemented.</p> <p>B. Core activities</p> <ul style="list-style-type: none"> • The teacher introduced and explained the material about descriptive text. • The teacher explained the QAR strategy. • The teacher gave an example of descriptive text. • The teacher asked the students to read the text. • The teacher asked the students to comprehend the text. • The students answer questions related to text. <p>C. Closing Activity</p> <ul style="list-style-type: none"> • The teacher asks students' difficulties in the material. • The students explained the difficulty of the question in the 	<p>Communicative</p> <p>Curiosity</p> <p>Hardworking</p>
--	--

2. Where is the natural bridge national park located?
- a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
3. What the visitors will see in the night?
- a. A common glow worm
 - b. The unique feature of the glow worms
 - c. A great dark cave
 - d. The unique rocks
4. The word 'luscious' in the text means.....
- a. Arid
 - b. Dense
 - c. Dry
 - d. Succulent

4. Scoring :

$$S = -100$$

$$\text{Final value} = \frac{\quad}{\quad} \times 100$$

Bandar Lampung,

2017

**Knowing,
Pamong Teacher**

Student Practice

Nurul Aulia S, Pd
NIP:195910221986102001

Fathiyyah El Rahma
NPM.1311040078

Approve,

Principal MTs

Sulhi S.Pd
NIP / NIK: 404775265520010



LEARNING IMPLEMENTATION PLAN

(Control Class)

School : MTs Al Utrujiyyah Bandar Lampung

Class / Semester : VIII (Eight) / Semester 1 (One)

Subjects : English lesson

Aspect / skill : Reading

Time Allocation : 2 X 45 (Minutes)

Meeting : 2nd

A. Competency standards

Reading

Understand the meaning in simple short essay-shaped descriptive to interact with the environment.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
5.1 Reading aloud meaningful functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the surrounding environment.	5.1.1 Identify the meaning of descriptive text. 5.1.2 Identify the communicative purpose of the descriptive text.

5.2 Responding to the meaning in simple short functional text accurately, fluently and happily related to the environment.	5.2.1 Identify rhetorical steps and linguistic features descriptive text.
5.3 Responds to the meaning and steps of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.	5.3.1 Identifies various information in functional text. 5.3.2 Identify communicative goals Functional text.

C. LEARNING OBJECTIVES

After studying the material the student can be expected to be able to:

1. Understand the meaning, purpose, and part of the descriptive text.
2. Understand the contents of descriptive text.
3. Identify the information in descriptive text.

D. MATERIALS AND DESCRIPTIONS of MATERIALS

Descriptive Text is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object.

Descriptive Text structure (generic structure) is:

1. Identification is the introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed by object, place, or person that is described.

Descriptive Text Characteristics:

- Using simple present tense
- Using verb attribute, like be (am, is, are)
- Just focus on one such object.

The example of descriptive text:

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which play regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

E. MODELS AND TEACHER METHODS

Method: QAR Strategy

F. THE STEPS of LEARNING ACTIVITIES

Activity Steps	Character of the nation
A. Preliminary activities <ul style="list-style-type: none"> • The teacher greeted. • Pray before studied. • Checked student attendance. • Asked the students. • The teacher conveyed the purpose of learning based on class situation. • Gave motivation to learn. 	Courtesy (polite) Religious (religious) Discipline (discipline) Attention (respect) Respect and Respect

<ul style="list-style-type: none"> • Prepared questions that relate previous knowledge to the material studied. • The students received information on the competencies, materials, and the steps of learning that implemented. 	
<p>B. Core activities</p> <ul style="list-style-type: none"> • The teacher introduced and explained the material about descriptive text. • The teacher explained the QAR strategy. • The teacher gave an example of descriptive text. • The teacher asked the students to read the text. • The teacher asked the students to comprehend the text. • The students answer questions related to text. 	<p>Communicative</p> <p>Curiosity</p> <p>Hardworking</p>

<p>C. Closing Activity</p> <ul style="list-style-type: none"> • The teacher asks students' difficulties in the material. • The students explained the difficulty of the question in the descriptive text. • The teacher asks the active students to read and answers the questions. • The teachers who assigned tasks to the students. • Closing lessons by praying. 	<p>To be responsible</p> <p>Religious (Religious)</p>
---	---

G. TOOLS AND LEARNING RESOURCES

<http://demiurfina.blogspot.co.id/2015/02/descriptive-text-soal-dan-pembahasan.html>

H. ASSESSMENT OF LEARNING RESULTS:

Assessment Technique : Test written

Instrument form : Multiple choice

Instrument:

Choose the correct answer by circling A, B, C, or D for each answer!

1. What does the text tell you about?
 - A. Gondola.
 - B. Traghetto.
 - C. Venice.
 - D. Italy
2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
 - A. Gondolas.
 - B. Traghetto.
 - C. Waterbuses.
 - D. Lagoon.
3. From the text we can say that Venice belongs to a city of
 - A. Water
 - B. Ceremonies
 - C. Buses
 - D. Funerals
4. What does the second paragraph of the text tell us about?
 - A. The forms of transport in the world.
 - B. The canals and roads that people like to use.
 - C. The archipelago that has a lot of islands.
 - D. Venice as the world famous for its canals.

4. Scoring :

$$S = -100$$

$$\text{Final value} = \frac{\quad}{\quad} \times 100$$

Bandar Lampung,

2017

**Knowing,
Pamong Teacher**

Student Practice

Nurul Aulia S, Pd
NIP:195910221986102001

Fathivvah El Rahma
NPM.1311040078

Approve,

Principal MTs

Sulhi S.Pd
NIP / NIK: 404775265520010

LEARNING IMPLEMENTATION PLAN

(Control Class)

School : MTs Al Utrujiyyah Bandar Lampung

Class / Semester : VIII (Eight) / Semester 1 (One)

Subjects : English lesson

Aspect / skill : Reading

Time Allocation : 2 X 45 (Minutes)

Meeting : 3rd

A. Competency standards

Reading

Understand the meaning in simple short essay-shaped descriptive to interact with the environment.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
5.1 Reading aloud meaningful functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the surrounding environment.	5.1.1 Identify the meaning of descriptive text 5.1.2 Identify the communicative purpose of the descriptive text

5.2 Responding to the meaning in simple short functional text accurately, fluently and happily related to the environment.	5.2.1 Identify rhetorical steps and linguistic features descriptive text.
5.3 Responds to the meaning and steps of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.	5.3.1 Identifies various information in functional text. 5.3.2 Identify communicative goals Functional text.

C. LEARNING OBJECTIVES

After studying the material the student can be expected to be able to:

1. Understand the meaning, purpose, and part of the descriptive text.
2. Understand the contents of descriptive text.
3. Identify the information in descriptive text.

D. MATERIALS AND DESCRIPTIONS of MATERIALS

Descriptive Text is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object.

Descriptive Text structure (generic structure) is:

1. Identification is the introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed by object, place, or person that is described.

Descriptive Text Characteristics:

- Using simple present tense
- Using verb attribute, like be (am, is, are)
- Just focus on one such object.

The example of descriptive text:

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

E. MODELS AND TEACHER METHODS

Method: QAR Strategy

F. THE STEPS of LEARNING ACTIVITIES

Activity Steps	Character of the nation
<p>A. Preliminary activities</p> <ul style="list-style-type: none"> • The teacher greeted. • Pray before studied. • Checked student attendance. • Asked the students. • The teacher conveyed the purpose of learning based on class situation. • Gave motivation to learn. • Prepared questions that relate previous knowledge to the 	<p>Courtesy (polite)</p> <p>Religious (religious)</p> <p>Discipline (discipline)</p> <p>Attention (respect)</p> <p>Respect and Respect</p>

<p>material studied.</p> <ul style="list-style-type: none"> The students received information on the competencies, materials, and the steps of learning that implemented. <p>B. Core activities</p> <ul style="list-style-type: none"> The teacher introduced and explained the material about descriptive text. The teacher explained the QAR strategy. The teacher gave an example of descriptive text. The teacher asked the students to read the text. The teacher asked the students to comprehend the text. The students answer questions related to text. 	<p>Communicative</p> <p>Curiosity</p> <p>Hardworking</p>
---	--

<p>C. Closing Activity</p> <ul style="list-style-type: none"> • The teacher asks students' difficulties in the material. • The students explained the difficulty of the question in the descriptive text. • The teacher asks the active students to read and answers the questions. • The teachers who assigned tasks to the students. • Closing lessons by praying. 	<p>To be responsible</p> <p>Religious (Religious)</p>
---	---

G. TOOLS AND LEARNING RESOURCES

(<https://englishahkam.blogspot.co.id/2013/09/descriptive-text-beserta-soal-dan--jawaban.html>)

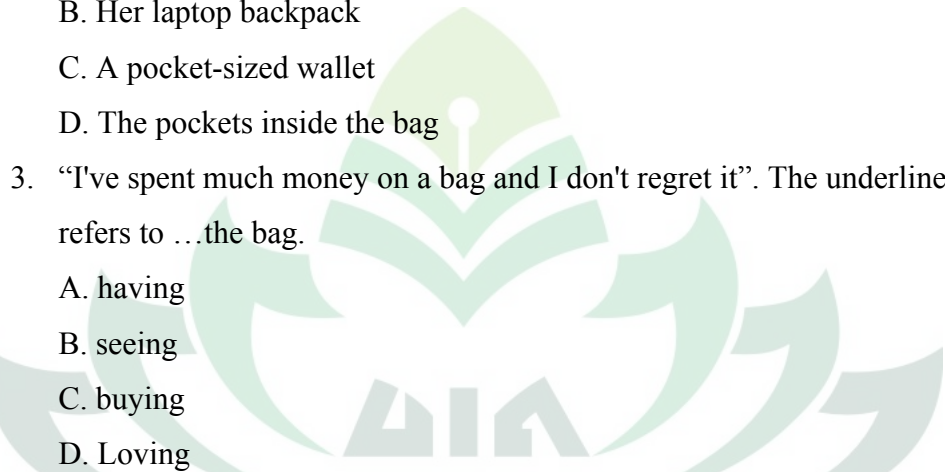
H. ASSESSMENT OF LEARNING RESULTS:

Assessment Technique : Test written

Instrument form : Multiple choice

Instrument:

Choose the correct answer by circling A, B, C, or D for each answer!

1. Where does the writer usually put her small items?
 - A. In her pockets.
 - B. In her laptop backpack.
 - C. In her pocket size wallet.
 - D. In the pockets of her leather bag.
 2. What makes the small items of the writer not falling down in the bag?
 - A. The satisfying bag
 - B. Her laptop backpack
 - C. A pocket-sized wallet
 - D. The pockets inside the bag
 3. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
 - A. having
 - B. seeing
 - C. buying
 - D. Loving
- 

4. What is the main idea of the last paragraph?

- A. The writer has a new bag.
- B. The bag is very functional.
- C. The bag has many pockets.
- D. The writer is satisfied with the bag

4. Scoring :

$$S = -100$$

$$\text{Final value} = \frac{\quad}{\quad} \times 100$$

Bandar Lampung,

2017

**Knowing,
Pamong Teacher**

Student Practice

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Approve,

Principal MTs

Sulhi S.Pd
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LEARNING IMPLEMENTATION PLAN

(Experimental Class)

School : MTs Al Utrujiyyah Bandar Lampung

Class / Semester : VIII (Eight) / Semester 1 (One)

Subjects : English lesson

Aspect / skill : Reading

Time Allocation : 2 X 45 (Minutes)

Meeting : 1st

A. Competency standards

Reading

Understand the meaning in simple short essay-shaped descriptive to interact with the environment.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
5.1 Reading aloud meaningful functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the surrounding environment.	5.1.1 Identify the meaning of descriptive text 5.1.2 Identify the communicative purpose of the descriptive text

5.2 Responding to the meaning in simple short functional text accurately, fluently and happily related to the environment.	5.2.1 Identify rhetorical steps and linguistic features descriptive text.
5.3 Responds to the meaning and steps of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.	5.3.1 Identify various information in functional text. 5.3.2 Identify communicative goals Functional text.

C. LEARNING OBJECTIVES

After studying the material the student can be expected to be able to:

1. Understand the meaning, purpose, and part of the descriptive text.
2. Understand the contents of descriptive text.
3. Identify the information in descriptive text.

D. MATERIALS AND DESCRIPTIONS of MATERIALS

Descriptive Text is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object.

Descriptive Text structure (generic structure) is:

1. Identification is the introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed by object, place, or person that is described.

Descriptive Text Characteristics:

- Using simple present tense
- Using verb attribute, like be (am, is, are)
- Just focus on one such object.

The example of descriptive text:

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley.

This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock is formed into a natural 'arch' and the cave is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique features of the glow worms. Picnic areas offer toilets, barbeques, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

E. MODELS AND TEACHER METHODS

Method: SQ4R Strategy

F. THE STEPS of LEARNING ACTIVITIES

Activity Steps	Character of the nation
<ul style="list-style-type: none"> • Preliminary activities • The teacher greeted. • Pray before studied. • Checked student attendance. • Asked the students. • The teacher conveyed the purpose of learning based on class situation. • Gave motivation to learn. • Prepared questions that relate 	<p>Courtesy (polite)</p> <p>Religious (religious)</p> <p>Discipline (discipline)</p> <p>Attention (respect)</p> <p>Respect and Respect</p>

<p>previous knowledge to the material studied.</p> <ul style="list-style-type: none"> • The students received information on the competencies, materials, and the steps of learning that implemented. <p>Core activities</p> <ul style="list-style-type: none"> • The teacher introduced and explained the material about descriptive text. • The teacher explained the SQ4R strategy. • The teacher gave an example of descriptive text. • The students write the topic sentence and summary • To read the text, and make one or more questions of topic major. • To look for answers in the 	<p>Communicative</p> <p>Curiosity</p> <p>Hardworking</p>
--	--

<p>text (reread the text to answer the question)</p> <ul style="list-style-type: none"> • To remember that seeing, saying, hearing, and writing points understanding. • To look over the notes and make sure you can answer all of questions. • To retain understanding on text, they remember it and able to answer the questions. <p>Closing Activity</p> <ul style="list-style-type: none"> • The teacher asks students' difficulties in the material. • The teacher made a conclusion on the material has been taught. • The teachers assigned the tasks to the students. • Closing lessons by praying. 	<p>To be responsible</p> <p>Religious (Religious)</p>
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G. TOOLS AND LEARNING RESOURCES

Http: [//www.belajar_bahasainggrisku.com/2015/04/example and questions - descriptive - text - complete - along with answers. Html](http://www.belajar_bahasainggrisku.com/2015/04/example_and_questions_descriptive_text_complete_along_with_answers.html)

H. ASSESSMENT OF LEARNING RESULTS:

Assessment Technique : Test written

Instrument form : Multiple choice

Instrument:

Choose the correct answer by circling A, B, C, or D for each answer!

1. What is the communicative purpose of the text?
 - a. To present two points of views about natural bridge national park
 - b. To explain the bridge national park
 - c. To describe the bridge national park
 - d. To persuade readers to treat preserve the bridge nationl park
2. Where is the natural bridge national park located?
 - a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
3. What the visitors will see in the night?
 - a. A common glow worm
 - b. The unique feature of the glow worms
 - c. A great dark cave
 - d. The unique rocks

4. Scoring :

$$S = -100$$

$$\text{Final value} = \frac{\quad}{\quad} \times 100$$

Bandar Lampung,

2017

**Knowing,
Pamong Teacher**

Student Practice

Nurul Aulia S, Pd
NIP:195910221986102001

Fathiyah El Rahma
NPM.1311040078

Approve,

Principal MTs

Sulhi S.Pd
NIP / NIK: 404775265520010

LEARNING IMPLEMENTATION PLAN

(Experimental Class)

School : MTs Al Utrujiyyah Bandar Lampung

Class / Semester : VIII (Eight) / Semester 1 (One)

Subjects : English lesson

Aspect / skill : Reading

Time Allocation : 2 X 45 (Minutes)

Meeting : 2nd

A. Competency standards

Reading

Understand the meaning in simple short essay-shaped descriptive to interact with the environment.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
5.1 Reading aloud meaningful functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the surrounding environment.	5.1.1 Identify the meaning of descriptive text 5.1.2 Identify the communicative purpose of the descriptive text

5.2 Responding to the meaning in simple short functional text accurately, fluently and happily related to the environment.	5.2.1 Identify rhetorical steps and linguistic features descriptive text.
5.3 Responds to the meaning and steps of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.	5.3.1 Identifies various information in functional text. 5.3.2 Identify communicative goals Functional text.

C. LEARNING OBJECTIVES

After studying the material the student can be expected to be able to:

1. Understand the meaning, purpose, and part of the descriptive text.
2. Understand the contents of descriptive text.
3. Identify the information in descriptive text.

D. MATERIALS AND DESCRIPTIONS of MATERIALS

Descriptive Text is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object.

Descriptive Text structure (generic structure) is:

1. Identification is the introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed by object, place, or person that is described.

Descriptive Text Characteristics:

- Using simple present tense
- Using verb attribute, like be (am, is, are)
- Just focus on one such object.

The example of descriptive text:

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which play regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

E. MODELS AND TEACHER METHODS

Method: SQ4R Strategy

F. THE STEPS of LEARNING ACTIVITIES

Activity Steps	Character of the nation
<ul style="list-style-type: none"> • Preliminary activities • The teacher greeted. • Pray before studied. • Checked student attendance. • Asked the students. • The teacher conveyed the purpose of learning based on class situation. • Gave motivation to learn. 	<p>Courtesy (polite)</p> <p>Religious (religious)</p> <p>Discipline (discipline)</p> <p>Attention (respect)</p> <p>Respect and Respect</p>

<ul style="list-style-type: none"> • Prepared questions that relate previous knowledge to the material studied. • The students received information on the competencies, materials, and the steps of learning that implemented. 	
<p>Core activities</p> <ul style="list-style-type: none"> • The teacher introduced and explained the material about descriptive text. • The teacher explained the SQ4R strategy. 	Communicative
<ul style="list-style-type: none"> • The teacher gave an example of descriptive text. • The students write the topic sentence and summary 	Curiosity
<ul style="list-style-type: none"> • To read the text, and make one or more questions of topic major. 	Hardworking

<ul style="list-style-type: none"> • To look for answers in the text (reread the text to answer the question) • To remember that seeing, saying, hearing, and writing points understanding. • To look over the notes and make sure you can answer all of questions. • To retain understanding on text, they remember it and able to answer the questions. 	To be responsible
<p>Closing Activity</p> <ul style="list-style-type: none"> • The teacher asks students' difficulties in the material. • The teacher made a conclusion on the material has been taught. • The teachers assigned the tasks to the students. • Closing lessons by praying. 	Religious (Religious)

G. TOOLS AND LEARNING RESOURCES

<http://demiurфина.blogspot.co.id/2015/02/descriptive-text-soal-dan-pembahasan.html>

H. ASSESSMENT OF LEARNING RESULTS:

Assessment Technique : Test written

Instrument form : Multiple choice

Instrument:

Choose the correct answer by circling A, B, C, or D for each answer!

1. What does the text tell you about?
 - A. Gondola.
 - B. Traghetto.
 - C. Venice.
 - D. Italy.
2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
 - A. Gondolas.
 - B. Traghetto.
 - C. Waterbuses.
 - D. Lagoon.

3. From the text we can say that Venice belongs to a city of
- A. Water
 - B. Ceremonies
 - C. Buses
 - D. Funerals
4. What does the second paragraph of the text tell us about? D
- A. The forms of transport in the world.
 - B. The canals and roads that people like to use.
 - C. The archipelago that has a lot of islands.
 - D. Venice as the world famous for its canals.

4. Scoring :

$$S = -100$$

$$\text{Final value} = \frac{\quad}{\quad} \times 100$$

Bandar Lampung,

2017

**Knowing,
Pamong Teacher**

Student Practice

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LEARNING IMPLEMENTATION PLAN

(Experimental Class)

School : MTs Al Utrujiyyah Bandar Lampung

Class / Semester : VIII (Eight) / Semester 1 (One)

Subjects : English lesson

Aspect / skill : Reading

Time Allocation : 2 X 45 (Minutes)

Meeting : 3rd

A. Competency standards

Reading

Understand the meaning in simple short essay-shaped descriptive to interact with the environment.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
5.1 Reading aloud meaningful functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the surrounding environment.	5.1.1 Identify the meaning of descriptive text 5.1.2 Identify the communicative purpose of the descriptive text

5.2 Responding to the meaning in simple short functional text accurately, fluently and happily related to the environment.	5.2.1 Identify rhetorical steps and linguistic features descriptive text.
5.3 Responds to the meaning and steps of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.	5.3.1 Identifies various information in functional text. 5.3.2 Identify communicative goals Functional text.

C. LEARNING OBJECTIVES

After studying the material the student can be expected to be able to:

1. Understand the meaning, purpose, and part of the descriptive text.
2. Understand the contents of descriptive text.
3. Identify the information in descriptive text.

D. MATERIALS AND DESCRIPTIONS of MATERIALS

Descriptive Text is a text that describes the image of a person or an object. The goal is to describe or express a specific person, place or object.

Descriptive Text structure (generic structure) is:

1. Identification is the introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed by object, place, or person that is described.

Descriptive Text Characteristics:

- Using simple present tense
- Using verb attribute, like be (am, is, are)
- Just focus on one such object.

The example of descriptive text:

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

E. MODELS AND TEACHER METHODS

Method: SQ4R Strategy

F. THE STEPS of LEARNING ACTIVITIES

Activity Steps	Character of the nation
<ul style="list-style-type: none"> • Preliminary activities • The teacher greeted. • Pray before studied. • Checked student attendance. • Asked the students. • The teacher conveyed the purpose of learning based on class situation. • Gave motivation to learn. • Prepared questions that relate previous knowledge to the 	<p>Courtesy (polite)</p> <p>Religious (religious)</p> <p>Discipline (discipline)</p> <p>Attention (respect)</p> <p>Respect and Respect</p>

<p>material studied.</p> <ul style="list-style-type: none"> • The students received information on the competencies, materials, and the steps of learning that implemented. <p>Core activities</p> <ul style="list-style-type: none"> • The teacher introduced and explained the material about descriptive text. • The teacher explained the SQ4R strategy. • The teacher gave an example of descriptive text. • The students write the topic sentence and summary • To read the text, and make one or more questions of topic major. • To look for answers in the text (reread the text to answer the 	<p>Communicative</p> <p>Curiosity</p> <p>Hardworking</p>
---	--

<p>question)</p> <ul style="list-style-type: none"> • To remember that seeing, saying, hearing, and writing points understanding. • To look over the notes and make sure you can answer all of questions. • To retain understanding on text, they remember it and able to answer the questions. <p>Closing Activity</p> <ul style="list-style-type: none"> • The teacher asks students' difficulties in the material. • The teacher made a conclusion on the material has been taught. • The teachers assigned the tasks to the students. • Closing lessons by praying. 	<p>To be responsible</p> <p>Religious (Religious)</p>
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G. TOOLS AND LEARNING RESOURCES

(<https://englishahkam.blogspot.co.id/2013/09/descriptive-text-beserta-soal-dan--jawaban.html>)

H. ASSESSMENT OF LEARNING RESULTS:

Assessment Technique : Test written

Instrument form : Multiple choice

Instrument:

Choose the correct answer by circling A, B, C, or D for each answer!

1. Where does the writer usually put her small items?
 - A. In her pockets.
 - B. In her laptop backpack.
 - C. In her pocket size wallet.
 - D. In the pockets of her leather bag.
2. What makes the small items of the writer not falling down in the bag?
 - A. The satisfying bag
 - B. Her laptop backpack
 - C. A pocket-sized wallet
 - D. The pockets inside the bag
3. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
 - A. having
 - B. seeing
 - C. buying
 - D. Loving

4. What is the main idea of the last paragraph?

- A. The writer has a new bag.
- B. The bag is very functional.
- C. The bag has many pockets.
- D. The writer is satisfied with the bag

4. Scoring :

$$S = - 100$$

$$\text{Final value} = \frac{\quad}{\quad} \times 100$$

Bandar Lampung, November 2017

**Knowing,
Pamong Teacher**

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Appendix 6

TEST SPECIFICATION FOR READING COMPREHENSION

TEST FOR PRE TEST

No	Test specification	
1	Objective of the test	Students are able to increase their reading comprehension
2	Specific instructional objective	<p>To measure students reading comprehension skill in terms of</p> <ul style="list-style-type: none"> • Main idea (topic) • Expression/ Idiom/ phrases in context • Inference (implied detail) • Grammatical features • Detail (scanning for a specifically stated detail) • Excluding facts not written (unstated detail) • Supporting idea (s) • Vocabulary in context
3	Kind of test	Objective test
4	Test type	Multiple choice question
5	Number of text	8 (eight) texts

6	Source of text	<p>a. http://demiurфина.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html</p> <p>b. Siti Zakiyah, <i>Improving Students' Reading Comprehension of Descriptive Text Through Contextual Teaching and Learning (CTL)</i>, (Jakarta: unpublished, 2011)</p> <p>c. https://putrimelati8b.wordpress.com/kumpulan-soal-soal-bahasa-inggris-kelas-8-smp/</p> <p>d. https://www.scribd.com/doc/134561981/contoh-soal-Descriptive-Text</p>
7	Number of items	50 items
8	Time allotment	90 minutes
9	Equipment	Paper and pen
10	Scoring	<p>Dichotomous score: 1 for correct answer and 0 for wrong answer.</p> <p>Total score = $\frac{\text{Total score}}{\text{Total items}} \times 100\%$</p>

Appendix 7

BLUEPRINT FOR READING COMPREHENSION TEST FOR PRE TEST

CONTENT		QUESTION NUMBER
Test Objective	Indicator	
To investigate students' reading comprehension	Main idea (Topic)	12, 19, 24, 34, 36, 42
	Inference (implied detail)	3, 11, 23, 28, 40 , 44
	Grammatical features	5, 9, 15, 21, 29, 43, 49
	Expression/ Idiom/ phrase in context	4, 8, 14, 25, 27, 45
	Detail (scanning for a specifically stated detail)	13,18, 26, 30, 31, 46, 50
	Excluding facts not written (unstated detail)	10, 16, 20, 33, 35, 48
	Supporting idea (s)	1, 6, 17, 37, 39, 47
	Vocabulary in context	2, 7, 22, 32, 38, 41
Total		50

Appendix 8

TEST SPECIFICATION FOR READING COMPREHENSION

TEST FOR POST TEST

No	Test specification	
1	Objective of the test	Students are able to increase their reading comprehension
2	Specific instructional objective	<p>To measure students reading comprehension skill in terms of</p> <ul style="list-style-type: none"> • Main idea (topic) • Expression/ Idiom/ phrases in context • Inference (implied detail) • Grammatical features • Detail (scanning for a specifically stated detail) • Excluding facts not written (unstated detail) • Supporting idea (s) • Vocabulary in context
3	Kind of test	Objective test
4	Test type	Multiple choice question
5	Number of text	9 (nine) texts
6	Source of text	<p>a. http://demiurфина.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html</p> <p>b. https://englishahkam.blogspot.co.id/2012/07/contoh-descriptive-text-beserta-soal_774.html</p>

		<p>c. http://www.sekolahbahasainggris.com/kumpulan-contoh-dan-soal-descriptive-text-beserta-kunci-jawaban-terlengkap/</p> <p>d. http://englishforjuniorhighschool.url</p> <p>e. M. Mursyid PW, <i>Learning Descriptive Text</i>, (Karang Adap: SMPN 1 Karang Adap, 2006).</p> <p>f. Bank soal, Copyright 1999-2008, <i>InVirCom</i>, <i>All rights reserved</i></p>
7	Number of items	50 items
8	Time allotment	90 minutes
9	Equipment	Paper and pen
10	Scoring	<p>Dichotomous score: 1 for correct answer and 0 for wrong answer.</p> <p>Total score = = _____ X 100%</p>

Appendix 9

BLUEPRINT FOR READING COMPREHENSION TEST FOR POST TEST

CONTENT		QUESTION NUMBER
Test Objective	Indicator	
To investigate students' reading comprehension	Main idea (Topic)	17, 20, 25, 27, 39, 46
	Inference (implied detail)	5, 8, 11, 28, 34, 41
	Grammatical features	4, 23,30, 37, 40, 45, 49
	Expression/ Idiom/ phrase in context	10, 15, 33, 35, 38, 50
	Detail (scanning for a specifically stated detail)	1, 6, 14, 22, 31, 42, 48
	Excluding facts not written (unstated detail)	7, 19, 24, 26, 36, 43
	Supporting idea (s)	2, 3, 12, 16, 18, 47
	Vocabulary in context	9,13, 21, 29, 32, 44
Total		50

Appendix10

THE RESULT OF THE PRE-TEST OF EXPERIMENTAL AND CONTROL CLASS					
No	Code	Score	No	Code	Score
1	E-1	50	1	C-1	50
2	E-2	35	2	C-2	35
3	E-3	60	3	C-3	55
4	E-4	40	4	C-4	50
5	E-5	65	5	C-5	40
6	E-6	50	6	C-6	40
7	E-7	40	7	C-7	40
8	E-8	70	8	C-8	50
9	E-9	70	9	C-9	60
10	E-10	40	10	C-10	50
11	E-11	40	11	C-11	70
12	E-12	60	12	C-12	45
13	E-13	40	13	C-13	80
14	E-14	55	14	C-14	60
15	E-15	60	15	C-15	40
16	E-16	35	16	C-16	55
17	E-17	50	17	C-17	40
18	E-18	60	18	C-18	55
19	E-19	50	19	C-19	70
20	E-20	50	20	C-20	60
21	E-21	55	21	C-21	40
22	E-22	55	22	C-2	30
23	E-23	70	23	C-23	65
24	E-24	50	24	C-24	50
25	E-25	50	25	C-25	55
26	E-26	65	26	C-26	40
27	E-27	65	27	C-27	50
28	E-28	55	28	C-28	45
29	E-29	50	29	C-29	50
30	E-30	80	30	C-30	65
Total		1142			1132
Ave		1142: 30 = 53.83			1132: 30= 51.17

Appendix 11

Experimental class

No	Code	Post-test	Pre-test
1	E-1	75	50
2	E-2	35	35
3	E-3	60	60
4	E-4	55	40
5	E-5	80	65
6	E-6	60	50
7	E-7	45	40
8	E-8	85	70
9	E-9	75	70
10	E-10	60	40
11	E-11	45	40
12	E-12	65	60
13	E-13	40	40
14	E-14	70	55
15	E-15	65	60
16	E-16	40	35
17	E-17	65	50
18	E-18	55	60
19	E-19	65	50
20	E-20	65	50
21	E-21	70	55
22	E-22	65	55
23	E-23	60	70
24	E-24	55	50
25	E-25	60	50
26	E-26	80	65
27	E-27	85	65
28	E-28	60	55
29	E-29	70	50
30	E-30	70	80

Appendix 12

Control class

No	Code	Post-test	Pre-test
1	C-1	70	50
2	C-2	35	35
3	C-3	60	55
4	C-4	50	50
5	C-5	55	40
6	C-6	50	40
7	C-7	50	40
8	C-8	50	50
9	C-9	70	60
10	C-10	60	50
11	C-11	55	70
12	C-12	60	45
13	C-13	55	80
14	C-14	60	60
15	C-15	40	40
16	C-16	45	55
17	C-17	55	40
18	C-18	40	55
19	C-19	80	70
20	C-20	50	60
21	C-21	55	40
22	C-2	40	30
23	C-23	80	65
24	C-24	70	50
25	C-25	60	55
26	C-26	40	40
27	C-27	75	50
28	C-28	35	45
29	C-29	55	50
30	C-30	50	65

Appendix 14

RESULT OF VALIDITY PRE-TEST

No	r Hitung	Syarat	Keterangan	No	r Hitung	Syarat	Keterangan
1	0.350	< 0,374	TIDAK VALID	31	0.305	< 0,374	TIDAK VALID
2	0.474	> 0,374	VALID	32	0.544	> 0,374	VALID
3	0.363	< 0,374	TIDAK VALID	33	0.448	> 0,374	VALID
4	0.261	< 0,374	TIDAK VALID	34	0.172	< 0,374	TIDAK VALID
5	0.286	< 0,374	TIDAK VALID	35	0.226	< 0,374	TIDAK VALID
6	0.319	< 0,374	TIDAK VALID	36	0.422	> 0,374	VALID
7	0.473	> 0,374	VALID	37	0.034	< 0,374	TIDAK VALID
8	0,466	> 0,374	VALID	38	0.349	< 0,374	TIDAK VALID
9	0.295	< 0,374	TIDAK VALID	39	0.286	< 0,374	TIDAK VALID
10	0,049	< 0,374	TIDAK VALID	40	0.261	< 0,374	TIDAK VALID
11	0,450	> 0,374	VALID	41	-0.055	< 0,374	TIDAK VALID
12	0.295	< 0,374	TIDAK VALID	42	0.442	> 0,374	VALID
13	0,327	< 0,374	TIDAK VALID	43	0.442	> 0,374	VALID
14	0,058	> 0,374	TIDAK VALID	44	0.483	> 0,374	VALID
15	0,107	< 0,374	TIDAK VALID	45	0.407	> 0,374	VALID
16	0,116	< 0,374	TIDAK VALID	46	0.489	> 0,374	VALID
17	0,125	< 0,374	TIDAK VALID	47	0.430	> 0,374	VALID
18	0.377	> 0,374	VALID	48	0.425	> 0,374	VALID
19	0.474	> 0,374	VALID	49	0.393	> 0,374	VALID
20	-0.228	< 0,374	TIDAK VALID	50	0.411	> 0,374	VALID
21	0.441	> 0,374	VALID				
22	-0.050	< 0,374	TIDAK VALID				
23	-0.017	< 0,374	TIDAK VALID				
24	0.344	< 0,374	TIDAK VALID				
25	0.267	< 0,374	TIDAK VALID				
26	0.083	< 0,374	TIDAK VALID				
27	-0.053	< 0,374	TIDAK VALID				
28	0.044	< 0,374	TIDAK VALID				
29	0.422	> 0,374	VALID				
30	-0.063	< 0,374	TIDAK VALID				

RESULT OF VALIDITY POST-TEST

No	r Hitung	Syarat	Keterangan	No	r Hitung	Syarat	Keterangan
1	0.488	> 0,374	VALID	31	0.507	> 0,374	VALID
2	0.090	< 0,374	TIDAK VALID	32	0.520	> 0,374	VALID
3	0.466	> 0,374	VALID	33	0.408	> 0,374	VALID
4	0.496	> 0,374	VALID	34	0.159	< 0,374	TIDAK VALID
5	0.452	> 0,374	VALID	35	0.220	< 0,374	TIDAK VALID
6	0.382	> 0,374	VALID	36	0.252	< 0,374	TIDAK VALID
7	-0.083	< 0,374	TIDAK VALID	37	-0.006	< 0,374	TIDAK VALID
8	0.187	< 0,374	TIDAK VALID	38	0.395	> 0,374	VALID
9	0.330	< 0,374	TIDAK VALID	39	0.390	> 0,374	VALID
10	0.124	< 0,374	TIDAK VALID	40	0.400	> 0,374	VALID
11	0.325	< 0,374	TIDAK VALID	41	-0.039	< 0,374	TIDAK VALID
12	0.466	> 0,374	VALID	42	0.418	> 0,374	VALID
13	0.395	> 0,374	VALID	43	0.142	< 0,374	TIDAK VALID
14	0.009	< 0,374	TIDAK VALID	44	-0.069	< 0,374	TIDAK VALID
15	0.112	< 0,374	TIDAK VALID	45	-0.117	< 0,374	TIDAK VALID
16	0.081	< 0,374	TIDAK VALID	46	0.443	> 0,374	VALID
17	0.081	< 0,374	TIDAK VALID	47	0.153	< 0,374	TIDAK VALID
18	0.209	< 0,374	TIDAK VALID	48	0.438	> 0,374	VALID
19	0.388	> 0,374	VALID	49	0.219	< 0,374	TIDAK VALID
20	-0.271	< 0,374	TIDAK VALID	50	0.402	> 0,374	VALID
21	0.144	< 0,374	TIDAK VALID				
22	-0.022	< 0,374	TIDAK VALID				
23	-0.022	< 0,374	TIDAK VALID				
24	0.380	> 0,374	VALID				
25	0.408	> 0,374	VALID				
26	0.169	< 0,374	TIDAK VALID				
27	0.004	< 0,374	TIDAK VALID				
28	0.020	< 0,374	TIDAK VALID				
29	0.061	< 0,374	TIDAK VALID				
30	0.018	< 0,374	TIDAK VALID				

Appendix 15

Try out for Pre-test

Mean = 99.6000
 Reliabilitas = 0.68
 Butir Soal = 50
 Jumlah Subyek = 20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	98.2667	1069.444	.350	.	.712
VAR00002	98.6000	1059.903	.474	.	.709
VAR00003	98.5333	1067.016	.363	.	.712
VAR00004	98.5333	1073.637	.261	.	.713
VAR00005	98.3333	1072.851	.286	.	.713
VAR00006	98.6667	1069.885	.319	.	.712
VAR00007	98.3333	1061.264	.473	.	.710
VAR00008	98.8667	1061.706	.466	.	.710
VAR00009	98.5333	1071.430	.295	.	.713
VAR00010	98.6667	1087.540	.049	.	.717
VAR00011	98.5333	1061.499	.450	.	.710
VAR00012	98.5333	1071.430	.295	.	.713
VAR00013	98.6667	1069.333	.327	.	.712
VAR00014	98.6000	1086.938	.058	.	.717
VAR00015	98.6667	1083.678	.107	.	.716
VAR00016	98.7333	1083.168	.116	.	.716
VAR00017	98.7333	1082.616	.125	.	.716
VAR00018	98.8000	1066.648	.377	.	.711
VAR00019	98.6667	1059.954	.474	.	.710
VAR00020	98.3333	1105.954	-.228	.	.722
VAR00021	98.5333	1062.051	.441	.	.710
VAR00022	98.6667	1094.161	-.050	.	.719
VAR00023	98.6667	1091.954	.017	.	.719
VAR00024	98.6000	1068.179	.344	.	.712
VAR00025	98.6667	1073.195	.267	.	.713

VAR00026	98.7333	1085.375	.083	.	.717
VAR00027	98.4000	1094.455	-.053	.	.719
VAR00028	98.8667	1088.189	.044	.	.718
VAR00029	98.6000	1063.214	.422	.	.710
VAR00030	98.4667	1095.085	-.063	.	.719
VAR00031	98.8667	1071.637	.305	.	.713
VAR00032	98.6667	1055.540	.544	.	.708
VAR00033	98.6667	1061.609	.448	.	.710
VAR00034	98.3333	1080.023	.172	.	.715
VAR00035	98.4000	1076.248	.226	.	.714
VAR00036	98.6667	1063.264	.422	.	.710
VAR00037	98.5333	1088.533	.034	.	.718
VAR00038	98.8667	1068.878	.349	.	.712
VAR00039	98.7333	1072.133	.286	.	.713
VAR00040	98.5333	1073.637	.261	.	.713
VAR00041	98.4667	1094.533	-.055	.	.719
VAR00042	98.7333	1062.202	.442	.	.710
VAR00043	98.7333	1062.202	.442	.	.710
VAR00044	98.8000	1060.028	.483	.	.709
VAR00045	98.7333	1064.409	.407	.	.711
VAR00046	98.4000	1059.697	.489	.	.709
VAR00047	98.6000	1062.662	.430	.	.710
VAR00048	98.7333	1063.306	.425	.	.710
VAR00049	98.4667	1065.292	.393	.	.711
VAR00050	98.4667	1064.189	.441	.	.711
VAR00051	49.8000	273.476	1.000	.	.832

Try out for Post-test

Mean = 102.5333
 Reliabilitas = 0.73
 Butir Soal = 50
 Jumlah Subyek = 20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	101.2667	792.133	.488	.	.692
VAR00002	101.4667	813.223	.090	.	.701
VAR00003	101.4667	792.257	.466	.	.693
VAR00004	101.2000	792.441	.496	.	.692
VAR00005	101.1333	795.499	.452	.	.694
VAR00006	101.3333	797.333	.382	.	.695
VAR00007	101.0667	823.375	-.083	.	.705
VAR00008	101.4667	807.706	.187	.	.699
VAR00009	101.5333	799.637	.330	.	.696
VAR00010	101.5333	811.223	.124	.	.700
VAR00011	101.4667	799.982	.325	.	.696
VAR00012	101.4667	792.257	.466	.	.693
VAR00013	101.4667	796.120	.395	.	.694
VAR00014	101.5333	817.844	.009	.	.703
VAR00015	101.6000	811.972	.112	.	.701
VAR00016	101.6667	813.816	.081	.	.701
VAR00017	101.6667	813.816	.081	.	.701
VAR00018	101.6000	806.455	.209	.	.698
VAR00019	101.6667	796.713	.388	.	.694
VAR00020	101.2667	834.064	-.271	.	.709
VAR00021	101.5333	810.120	.144	.	.700
VAR00022	101.6000	819.697	-.022	.	.704
VAR00023	101.6000	819.697	-.022	.	.704
VAR00024	101.5333	796.878	.380	.	.694
VAR00025	101.6000	795.421	.408	.	.694

VAR00026	101.6667	808.851	.169	.	.699
VAR00027	101.3333	818.299	.004	.	.703
VAR00028	101.8000	817.476	.020	.	.703
VAR00029	101.4667	814.878	.061	.	.702
VAR00030	101.4000	817.421	.018	.	.703
VAR00031	101.4667	790.051	.507	.	.692
VAR00032	101.6000	789.352	.520	.	.691
VAR00033	101.6000	795.421	.408	.	.694
VAR00034	101.2667	809.789	.159	.	.700
VAR00035	101.3333	806.161	.220	.	.698
VAR00036	101.4000	804.179	.252	.	.697
VAR00037	101.4667	818.740	-.006	.	.703
VAR00038	101.8000	797.062	.390	.	.694
VAR00039	101.7333	796.892	.390	.	.694
VAR00040	101.5333	795.775	.400	.	.694
VAR00041	101.4000	820.731	-.039	.	.704
VAR00042	101.6667	795.057	.418	.	.694
VAR00043	101.8667	811.016	.142	.	.700
VAR00044	101.6000	822.455	-.069	.	.705
VAR00045	101.8000	825.200	-.177	.	.706
VAR00046	101.3333	794.023	.443	.	.693
VAR00047	101.5333	809.568	.153	.	.700
VAR00048	101.6000	793.766	.438	.	.693
VAR00049	101.6000	805.903	.219	.	.698
VAR00050	101.4000	795.903	.402	.	.694
VAR00051	51.2667	205.375	1.000	.	.771

Appendix 16

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
kelas	nilai eksperimen	.135	30	.170	.956	30	.237
	kontrol	.140	30	.137	.958	30	.277

a. Lilliefors Significance Correction

Appendix 17

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.003	1	58	.955
	Based on Median	.033	1	58	.856
	Based on Median and with adjusted df	.033	1	57.511	.856
	Based on trimmed mean	.009	1	58	.925



Appendix 18

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	.107	.745	2.251	58	.028	7.33333	3.25835	.81103	13.85563
	Equal variances not assumed			2.251	57.871	.028	7.33333	3.25835	.81072	13.85594

KEY ANSWER OF PRE TEST

1. **D**
2. **B**
3. **C**
4. **A**
5. **B**
6. **D**
7. **A**
8. **B**
9. **A**
10. **A**
11. **C**
12. **A**
13. **B**
14. **C**
15. **A**
16. **A**
17. **C**
18. **C**
19. **A**
20. **D**



Appendix 19

READING COMPREHENSION TEST FOR PRE TEST

Name :

NIS :

Directions:

Read the text below and answer the questions following by crossing the correct answer A, B, C, or D!

PASSAGE ONE (QUESTION 1- 3)

Krakatau of one of the volcanoes of the Sunda volcanic arc. It was formed by the subduction of the Indian- Australian plate under the Eurasian plate. Krakatau is located Sunda Strait, 40 km of coast of Java on the island of Rakata in Indonesia. The geographical coordinate of Karakatau is 16,7 South Latitude and 105,4 East Longitude.

At its peak, Krakatau reached a height of 790 m (2.600 ft) above sees level. Its first known eruption occurred in 416 AD. However, this eruption destroyed the volcano of Krakatau which collapsed and formed a four mile wide caldera. The island of verlaten and lang are remnants of this older volcano. Subsequently, three volcanoes combined to from the island of Krakatau.

Adapted from: Siti Zakiyah, *Improving Students' Reading Comprehension of Descriptive Text Through Contextual Teaching and Learning (CTL)*, (Jakarta: unpublished, 2011)

1. “However, this eruption destroyed the volcano”

The word destroyed has familiar meaning as . . .

- | | |
|--------------|-------------|
| a. To build | c. To form |
| b. To happen | d. to break |

2. What is the main idea of the passage?
- a. Sunda volcano arc
 - b. Krakatau
 - c. Volcano
 - d. Eurasian
3. It is implied in the passage that . . .
- a. Krakatau is an unpredictable
 - b. Krakatau is an extinct
 - c. Krakatau is an active volcano
 - d. Krakatau is an antique

PASSAGE ONE (QUESTION 4)

I have some pets. However my favorite pet is blewuk. Blewuk is a male cat, I call it Blewuk because his fur is grey. He is adorable with his soft stripes. He has innocent round eyes and feeble sweet voice. He always meow when he feels hungry. Actually his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Blewuk is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for me be angry with him. In the morning he always wakes up early, he waits quietly by me, beside until I wake up.

Adapted from: <http://demiurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>

4. He has innocent round eyes and **feeble** sweet voice.

What does the word **feeble** in the text mean . . .

- a. Weak
- b. Loud
- c. Strong
- d. Coarse

PASSAGE ONE (QUESTION 5-7)

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chili town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Adapted from: <http://demiurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>

5. Kediri is between a valley Kelud and . . . mountain.
 - a. Dathok
 - b. Wilis
 - c. Brantas
 - d. Rinjani
6. What is the main idea of the passage?
 - a. The history of Kediri
 - b. The famous products of Kediri
 - c. The people of Kediri
 - d. The description of Kediri
7. "Those who do not work here are farmers or traders"(Last sentence)

The underlined word refers to . . .

- a. The local people
- b. The factory worker
- c. The farmers
- d. The traders

PASSAGE ONE (QUESTION 8 - 9)

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

He really terrifies me.

Adapted from: <http://demiurфина.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>

8. “They are sharp, hard, and cold, and he uses them like a whip.”

The underlined word refers to . . .

- | | |
|-------------|--------------|
| a. The nose | c. The mouth |
| b. The eyes | d. The ears |

9. “He dries each finger separately.”

The underlined word has similar meaning to...

- | | |
|-----------|-----------|
| a. Divide | c. Wash |
| b. Fold | d. Corner |

PASSAGE ONE (QUESTION 10)

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

Adapted from: <http://demiurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>

10. What does the text mainly talk about?

- a. Doraemon
- b. Fujiko Fujio
- c. Robotic cats
- d. Nobita

PASSAGE ONE (QUESTION 11)

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy.

They don't have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

Adapted from: <https://www.scribd.com/doc/134561981/contoh-soal-Descriptive-Text>

11. Which one of statements is false about the fruits of the text?

- a. Vitamins make alive and healthy .
- b. Energy is the resulted of carbohydrates .
- c. The fruits have a lot of calories to make us fat.
- d. The fruits provide fiber for healthy.

PASSAGE ONE (QUESTION 12 -15)

Outwardly the mini rex rabbit looks like a miniature version of the larger Rex Rabbit. Sporting graceful proportions and that nice plush “Rex fur”, this is a very good looking rabbit. It has become one of the most popular and readily available pet rabbits and is good with children.

The Mini Rex is an adorable medium sized rabbit that makes a wonderful companion. Generally friendly and moderately active, they will enjoy playing or just relaxing and being petted. Because of its relatively small size it is easy to handle, as well as easy to house and feed.

Adapted from: <http://animal-world.com/encyclo/critters//rabbits/minirex.php>

12. What is the main idea of the passage?

- a. The Mini Rex rabbit looks like a miniature version of the larger Rex Rabbit
- b. Miniature of Mini Rex
- c. Larger Rex Rabbit is a very good looking rabbit
- d. The Mini Rex rabbit has small size.

13. "It has become one of . . . with children." (Paragraph 1)

The word "It" in the sentence refer to ?

- a. Pet animal
- b. Mini rex rabbit
- c. The mini rex
- d. Rex food

14. What is the conclusion of the text above?

- a. The mini rex rabbit is good pet for children
- b. The mini rex rabbit is a very good looking rabbit
- c. The mini rex rabbit is good pet for children because it has mini size and easy to keep it
- d. Mini rex is relatively small size and friendly

15. The Mini Rex rabbit looks like a miniature version of the larger Rex Rabbit.

The underlined phrase can be replaced . . .

- a. The biggest rabbit
- b. The small rabbit
- c. The tall rabbit
- d. The fat rabbit

PASSAGE ONE (QUESTION 16 -20)

Bandung is one of the largest cities in Indonesia and the capital of West Java Province. It has situated in the uplands of western Java at an elevation of 715 m (2.350 ft) in a scenic region. The city is a major industrial center which produces textiles. Cihampelas Street is one of the popular clothing store locations.

This cool temperature city is also the center of science and education. There are nearly 50 higher educational institutions in Bandung. Some of the best universities are Bandung Institute of Technology, University of Padjajaran, and Parahyangan Catholic University. In the north of Bandung, Bosscha Observatory is the only observatory in Indonesia.

Adapted from: Rizki Amelia, The Influence of Using KWL (Know, Want to Know, Learned) Technique Toward Students Reading Comprehension, (Bandar Lampung: Unpublished, 2015)

16. What is the capital of West Java?

- a. Bandung
- b. Surabaya
- c. Serang
- d. Semarang

17. What is the Cihampelas street?

- a. The one popular food selling.
- b. The industrial center which rent the car.
- c. One of popular clothing store location.
- d. The name of mountain in Bandung.

18. Which of the following is false statement?

- a. This cool temperature city is also the center of science and education.
- b. Some of the best university are Bandung Institute of Technology, University of Padjajaran, and Parahyangan Catholic University.
- c. Bandung is the smallest city in Indonesia.
- d. A major industrial center which produces textiles.

19. This cool temperature city is also the center of science and education.

It refers to . . .

- | | |
|------------|-------------|
| a. Bandung | c. Surabaya |
| b. Lampung | d. Bali |

20. Where is the location of observatory in Indonesia?

- | | |
|---------------------|-----------------------|
| a. Cihmpelas street | c. Parahyangan Street |
| b. Padjajran Street | d. Bosscha |



KEY ANSWER OF POST TEST

1. C
2. B
3. A
4. B
5. B
6. C
7. C
8. B
9. B
10. C
11. A
12. B
13. A
14. B
15. A
16. B
17. B
18. A
19. B
20. D



Appendix 20**READING COMPREHENSION TEST FOR POST TEST**

Name :

NIS :

Directions:

Read the text below and answer the questions following by crossing the correct answer A, B, C, or D!

PASSAGE ONE (QUESTION 1- 4)

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room. The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

Adapted from: <http://demiurфина.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>

1. Who's name of the turtles?
 - a. Dona & Daniella
 - b. Donatello & Jacob
 - c. Rafael and Donatello
 - d. Rafael and Jacob
2. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
 - a. Because the turtle might infect you with a certain disease
 - b. Because it is the location of a turtle's weapon

- c. Because it can cause stress to the turtle
 - d. Because it will kill the turtle
3. “Inadequate conditions can cause not only stress but also affect their growth.”
(Paragraph 2). The underlined word can be best replaced by ...
- a. Insufficient
 - b. Indiscipline
 - c. Ineffective
 - d. Inedible
4. What is the purpose of the text above?
- a. To tell the readers that the writer’s family is pet lovers
 - b. To describe the writer’s turtles to the readers
 - c. To persuade the readers to keep turtles as a pet
 - d. To show the advantages of keeping turtles

PASSAGE ONE (QUESTION 5)

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Adapted from: https://englishahkam.blogspot.co.id/2012/07/contoh-descriptive-text-beserta-soal_774.html

5. How old is Peter? He is ... years old.
- a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

PASSAGE ONE (QUESTION 6 - 7)

A giraffe is a mammal. It's about six meters tall. It eats leaves. It has a big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometer per hour or stay to fight with its strong legs.

Adapted from: <http://www.sekolahbahasainggris.com/kumpulan-contoh-dan-soal-descriptive-text-beserta->

kunci-jawaban-terlengkap/

6. Why is the color of girrafe is spots brown?
 - a. To get the light of sun.
 - b. To get the giraffe the food.
 - c. To help the giraffe from enemy
 - d. To kill a giraffe.
7. It can gallop away at about fifty kilometer per hour or stay to fight with its strong legs. The antonym of the underline word . . .

a. Powerful	c. Weak
b. Agile	d. Energetic

PASSAGE ONE (QUESTION 8)

A kangaroo is an animal found only in Australia, although is has a smaller relative, called a wallaby, which lives on the Australia island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, and very strong back legs and tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meter high. They can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the great grey kangaroos and the red kangaroos. Adults grow to a length of 1.60 meters, and weight over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroos has an external pouch on front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into pouch where it spends its first five months of life.

Adapted from: <http://englishforjuniorhighschool.url>

8. What is the true statement of the text?
 - a. Kangaroos eat grass and meat.
 - b. The largest kangaroos are the great grey and the red kangaroos.
 - c. A kangaroo is an animal found only in Indonesia
 - d. A baby kangaroo is very big when it is born

PASSAGE ONE (QUESTION 9 -10)

Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs, of large wings covered with colorful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the color of the wings fades and the wings become ragged.

The speed varies among butterfly species (the poisonous varieties are slower than nonpoisonous varieties). The fastest butterfly can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

Adapted from: <http://englishforjuniorhighschool.url>

9. According to the text, which one of statements are true about butterflies . .
 - a. The fastest butterflies can fly about 50 kilometers per hour (kph) or faster.
 - b. Butterflies can only fly if their body temperature is below 27 degrees centigrade.

- c. Butterflies are very good fliers.
- d. Butterflies have seven legs, three body parts, a pair of antennae, and compound eyes.

10. What does second paragraph tell us about?

- a. Butterflies are beautiful animal.
- b. Butterflies are good flies.
- c. Butterflies are strong animal.
- d. Butterflies are bad animal.

PASSAGE ONE (QUESTION 11 - 13)

Nabila is the youngest in our family. She is thirteen years old and four years younger than me. He has long, straight hair, bright eyes, and a friendly smile. Sometimes, she is rather naughty at home, but he usually does what she is to do.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often take parts in drawing competition.

Adapted From: <http://demiurфина.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html>

11. Based on the text we know that Nabila is . . . years old.

- a. Thirteen
- b. Nineteen
- c. Sixteen
- d. Eighteen

12. "She is rather naughty at home."

What is the synonym of the underline word . . .

- a. Obey
- b. Disobey
- c. Kindly
- d. Friendly

13. “Nabila is interested in drawing very much”

The underlined phrase can be replaced with . . .

- a. Really likes drawing
- b. Dislike drawing
- c. Hates drawing very much
- d. Finds drawing not really entertaining

PASSAGE ONE (QUESTION 14 - 16)

Indonesia is a country in Southeast Asia that consist of more than 13.000 islands. The islands lie along the equator and extend more than 5.000 kilometers. But about a half of New Guinea and three quarters of Borneo also belong to Indonesia. Both Islands are the second and third largest islands in the world, after Greenland.

Many geographers divide the more than 13.600 islands of Indonesia into three groups: (1) the Greater Sunda Islands, (2) the Lesser Sunda Islands, and (3) the Mollucas, Indonesia also includes Irian Jaya, which is part of New Guinea.

The Greater Sunda includes Borneo, Sulawesi, Java, and Sumatra. The Lesser Sunda Islands extend from Bali eastward to the Timor. The mollucas lie between Sulawesi, and New Guinea. The western part of New Guinea is called Irian Jaya, an Indonesian territory. Compared to the other regions, Irian Jaya is the most thinly populated.

Adapted from: Bank soal, Copyright 1999-2008, *InVirCom*, All rights reserved

14. “Third largest islands in the world”.

The phrase express that . . .

- a. The beautiful islands
- b. The greatest islands
- c. The terrify islands
- d. The smallest islands

15. On the second paragraph tell about . . .

- a. The three divisions of Indonesia’s islands.
- b. The greater Sunda islands.

c. The Indonesian geographers.

d. The position of Indonesia

16. "They lie along the equator and extend more than 5.000 kilometers." (Paragraph

1). The word "they" in the sentence above refers to . . .

a. Indonesians countries

c. Regions

b. Islands

d. Countries

PASSAGE ONE (QUESTION 17)

Orchard Road is a Beulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels, and restaurant. The shopping area which is nearly 800.000 square meters provides a wide range of things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus, or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunrean Road can turn to left at the intersection of the Marrioth Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

Adapted from: <http://www.belajarbahasainggrisku.com/2015/01/>

17. Where is Orchard Road located . . .

a. Near the Napier Road

c. In front of Marriott Hotel

b. In Singapore

d. Near Dunrean Road

PASSAGE ONE (QUESTION 18 - 19)

Tiwah is a typical funeral ceremony of Dayak tribe in Central Kalimantan. The ceremony is also known as the biggest sacred ceremony. It is intended to deliver the soul of spirit of a dead man or also known as Salumpuk. Liaw toward heaven as his final resting place (Lewu Liaw). It is also to discharge misfortunes for the family left behind and to untie the status of widow or widower of the wife or the husband.

According to Kaharingan, a traditional belief of Dayak tribe, the spirit of the deceased will remain on earth will not get in heaven (Lewu Liaw) without going through Tiwah ceremony. Tiwah ceremony requires substantial funds to provide the offerings in front of animals, such as cows, buffaloes, pigs, and chickens. The beheading tradition for the Tiwah ceremony was stopped in 1894, and was replaced by a cow's or a buffalo's head. Even so, the symbols of human head remains in the ceremony in the form of coconut.

Adapted from: <https://yustiparaya.files.wordpress.com/2014/05/>

18. What does the first paragraph tell you about?

- a. Tiwah is a typical funeral ceremony of Dayak tribe in Central Kalimantan.
- b. Tiwah ceremony requires the offerings of animals, such as cows, buffaloes, pigs, and chickens.
- c. The ways of Tiwah ceremony
- d. the symbols of human head remains in the ceremony in the form of coconut.

19. Where is the Dayak Tribe live?

- a. East Kalimantan
- b. Cental Kalimantan
- c. Central Sulawesi
- d. West Sulawesi

PASSAGE ONE (QUESTION 20)

My doll stands eleven inches in height and about six inches in width. She has no arms and two legs which are made of cotton. Her cotton arms and legs remind me of a pair socks, folded tightly together.

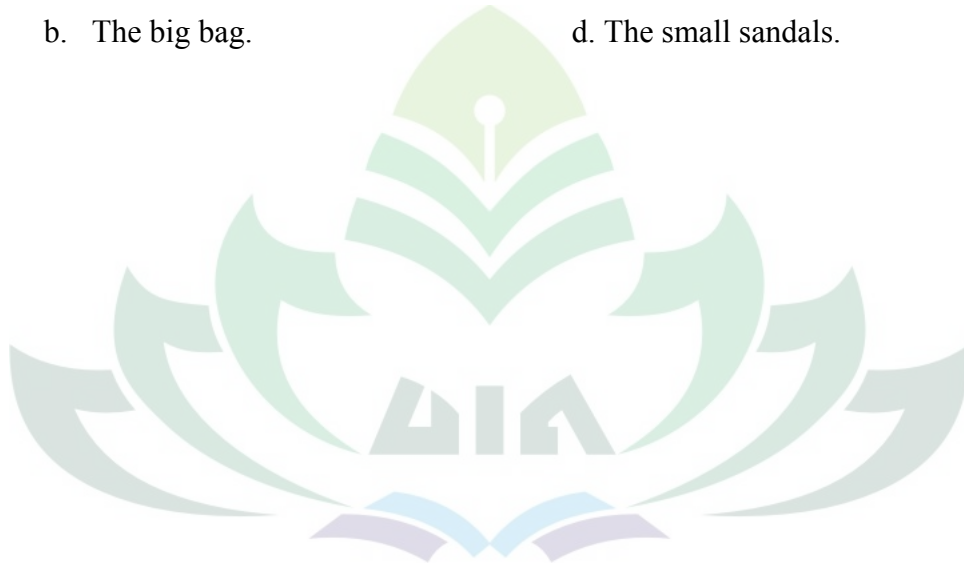
The bottoms of her cotton legs are covered with little pink slippers that are tightly attached to where her feet should exist. The most precious details of my doll include her eyes, eyelids, eyelashes, and her nose. Her eyes seems blue, like the colour of the sky on a sunny day, as her eyelids flicker up and down whenever she lies down.

Adapted from: Siti Zakiah, Improving Students' Reading Comprehension of Descriptive Text Through Contextual Teaching and Learning (CTL), Jakarta, Unpublished, 2011)

20. The bottoms of her cotton legs are covered with little pink slippers .

The underlined phrase can be replaced . . .

- a. The large bag.
- b. The big bag.
- c. The long sandals.
- d. The small sandals.



Form of Construct Validity for Reading Test

(POST - TEST)

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / 1

Penelaah :

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument anda sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items number 17, 20, 25, 27, 39 & 46 sudah sesuai dengan aspek Main Idea?			
7	Apakah items number 5, 8, 11, 28, 34 & 41 sudah sesuai dengan aspek Inference?			
8	Apakah items number 4, 23, 30, 37, 40,			

	45 & 49 sudah sesuai dengan aspek Grammatical Features?			
9	Apakah items number 10, 15, 33, 35, 38 & 50 sudah sesuai dengan aspek nomor Expression/ Idiom/ Phrase in context?			
10	Apakah items number 1, 6, 14, 22, 31, 42 & 48 sudah sesuai dengan aspek Detail?			
11	Apakah items number 7, 19, 24, 26, 36, & 43 sudah sesuai dengan aspek Excluding Facts?			
12	Apakah items number 2, 3, 12, 16, 18 & 47 sudah sesuai dengan aspek Supporting Idea?			
13	Apakah items number 9,13, 21, 29, 32 & 44 sudah sesuai dengan aspek Vocabulary?			

Date:

Validator

Nurul Aulia S.Pd





Appendix 21

Form of Construct Validity for Reading Test

(PRE - TEST)

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / 1

Penelaah :

Petunjuk pengisian format pengisian butir soal:

1. Analisislah instrument berdasarkan semua kriteria yang tertera didalam format!
2. Berilah tanda cek (√) pada kolom “ Ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cex (X) pada kolom “ Tidak ” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument anda sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII di semester 1?			
2	Apakah isi materi dan topiksesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items number 8, 19, 24, 34, 36 & 42 sudah sesuai dengan			

	aspek Main idea (Topic)?			
7	Apakah items number 3, 11, 23, 28, 40 & 44 sudah sesuai dengan aspek Inference?			
8	Apakah items number 5, 9, 15, 21, 29, 43 & 49 sudah sesuai dengan aspek Grammatical features?			
9	Apakah items number 4, 12, 14, 25, 27 & 45 sudah sesuai dengan aspek Expression/ Idiom/ phrase in context?			
10	Apakah items number 13,18, 26, 30, 31, 46 & 50 sudah sesuai dengan aspek Detail?			
11	Apakah items number 10, 16, 20, 33, 35 & 48 sudah sesuai dengan aspek Excluding facts not written?			
12	Apakah items number 1, 6, 17, 37, 39 & 47 sudah sesuai dengan aspek Supporting idea?			
13	Apakah items number 2, 7, 22, 32, 38 & 41 sudah sesuai dengan aspek Vocabulary?			

Date:

Validator

Nurul Aulia S. Pd



The researcher explain the material using SQ4R strategy



The researcher explain the material using QAR strategy



Documentation of Post test

Control class

Experimental class



Appendix 22

Documentation of the Research

Documentation of try-out



Documentation of Pre test

